DOCUMENT RESUME

ED 419 730 SO 028 762

AUTHOR	Callis, Jan
TITLE	Southwest: A Simulation of the Spanish/Mexican Influence upon American History.
ISBN	ISBN-1-57336-038-4
PUB DATE	1992-00-00
NOTE	183p.; For other items in the "Interact" series, see SO 028 760-778.
AVAILABLE FROM	Interaction Publishers, Inc., DBA Interact, 1825 Gillespie Way, 101, El Cajon, CA 92020, telephone: 619-448-1474 ($44).
PUB TYPE	Guides - Classroom - Teacher (052)
EDRS PRICE	EDRS Price MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS	American Indian History; Area Studies; Cooperative Learning; Elementary Education; Foreign Countries; *Hispanic Americans; *Latin American History; Learning Strategies; Simulation; *Social Studies; Spanish Americans; *State History; Teaching Guides; Teaching Methods; United States History
IDENTIFIERS	Mexico; *United States (Southwest)

ABSTRACT

This simulation allows students to learn of the shared Hispanic background of the Southwestern states and help students realize that the states developed in a parallel fashion, not in isolation. The packet is divided into eight sections: (1) "Introduction"; (2) "Land"; (3) "Native Americans"; (4) "Explorers"; (5) "Missions/Settlements"; (6) "Ranchos/Statehood"; (7) "Fiesta"; and (8) "Optional Activities." Each phase begins with a pretest to determine what students know. Next, a class discussion covers the background essay, glossary, timeline, and the cooperative learning team responsibilities. Enrichment projects and activities are suggested. Each phase can be used as time allows and in various grade and class settings. Evaluation is based on the results of the pre/post test, quality of the team presentation, student participation in group activities and discussions, and the quality and number of additional projects and/or reports completed. Team-building and collaborative activities are essential to this unit. (EH)

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INTERACT
LEARNING THROUGH INVOLVEMENT

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SOUTHWEST

A simulation of the Spanish/Mexican influence upon American history

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INTERACT
LEARNING THROUGH INVOLVEMENT

SAMPLE

SOUTHWEST

A simulation of the Spanish/Mexican influence upon American history

JAN CALLIS, the author of SOUTHWEST, received her B.A. from the University of Denver and her M.A. from San Diego State University. Recently, Jan retired after 30 years of teaching, and she now writes cooperative learning materials and integrated curriculum units for young persons. For Interact she has also written AMIGOS—a simulation of a race through Latin America developing awareness of its lands, people, and history—and CANADA in which travel agencies plan family vacations in the Canadian provinces.

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DBA **Interact**
1825 Gillespie Way #101
El Cajon, CA 92020-1095
ISBN 1-57336-038-4

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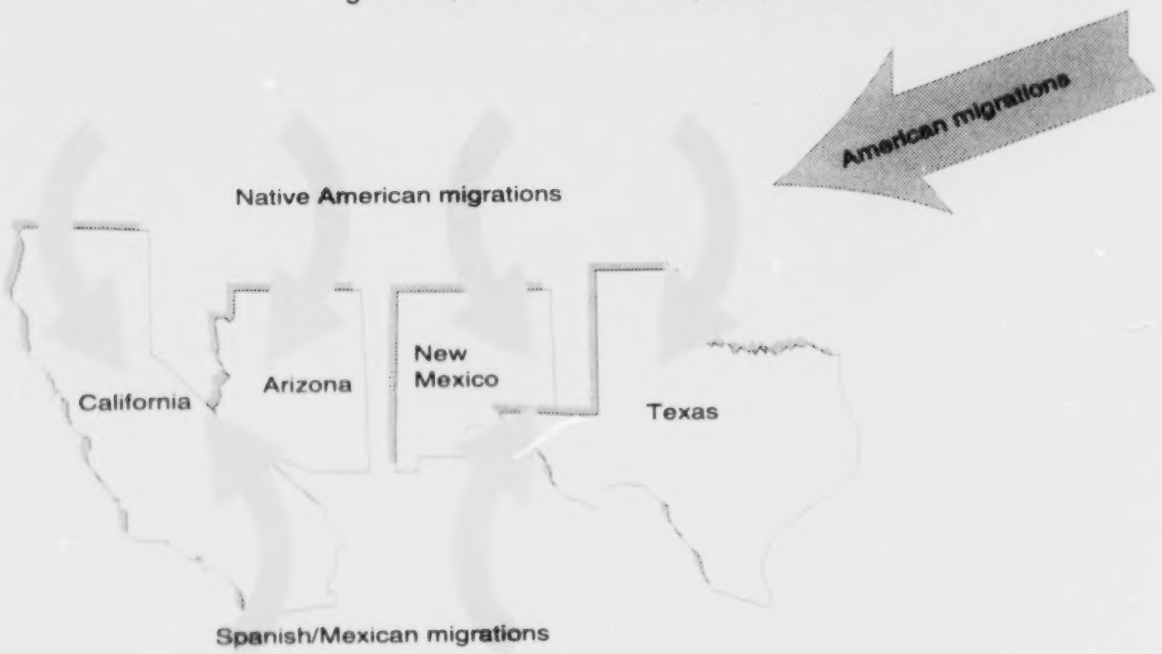
The Southwestern states—Texas, New Mexico, Arizona, and California—are unique in United States history. The heritage of each of them had its roots in the same Spanish/Mexican beginnings that originated in Mexico. Yet, despite their similar backgrounds, each state developed quite differently politically.

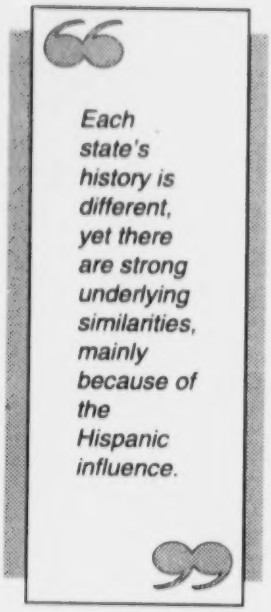


When Americans entered the Southwest from the East, they suppressed the existing Indian and Hispanic cultures and superimposed their own laws, government, religion, and beliefs. After the Mexican War and the advent of Manifest Destiny—the concept that God's plan was for the United States to stretch from ocean to ocean—these lands became territories and eventually states of the United States.

The Indian and Hispanic cultures, however, remain in many ways: language; music and dance; architecture; food; names of cities, towns, and streets; community property laws, and in people's lifestyles in these states. Today, children study the early Indian, Spanish, and Mexican influence in their own individual state, but they seldom learn that a similar influence existed in the other Southwestern states. For example, California has missions, but so does Texas, New Mexico, and Arizona. The same is true with El Camino Real, "The King's Highway," which originated from trails developed by early explorers before the formation of the present states.

PURPOSE - 2

In summary, the purpose of SOUTHWEST is to help students learn of the shared Hispanic background of the Southwestern states and to help students realize that the states developed in a parallel fashion and not in isolation. What happened in one state affected what happened in the other states. Each state's history is different, yet there are strong underlying similarities, mainly because of the Hispanic influence.


Each state's history is different, yet there are strong underlying similarities, mainly because of the Hispanic influence.

This simulation is designed to help students learn and experience the following:

Knowledge

- Becoming familiar with the location of the southwestern states
- Recognizing their physical features
- Having a clearer understanding of the area's history
- Learning how the states developed their government
- Understanding the interrelationship of the states involved

Attitudes

- Enjoying and feeling empathy for the development of the lands and peoples of the Southwest and Mexico
- Appreciating the benefits of individual research and group participation
- Valuing the knowledge gained by learning from fellow students' presentations.

Skills

- Using a variety of resource materials
- Organizing information gathered
- Using written and oral language correctly
- Developing imagination while creating projects
- Becoming productive, cooperative members of a group
- Gaining knowledge from classmates' presentations
- Making decisions
- Enjoying the process of learning

8 Tabs

SOUTHWEST is divided into eight sections: Introduction, Phase 1: Land, Phase 2: Native Americans, Phase 3: Explorers, Phase 4: Missions/Settlements, Phase 5: Ranchos/Statehood, Phase 6: Fiesta, and Optional Activities. The six phases of study are complete in themselves; however, each assumes the students will have the knowledge and skills acquired in the previous phases.

Before beginning each phase, make a bulletin board display to help capture the students' interest, using book covers, maps, travel posters, provocative questions, etc. Use a table below the bulletin board to hold a collection of materials for the students to use in research, plus any appropriate display items, such as rock collections, acorns, baskets, pottery, and so forth.

Collect a variety of resource materials: textbooks (recent and older publications), encyclopedias, atlases, fiction and nonfiction books, and magazines. Your school librarian, as well as the public librarian, will be happy to assist you. You might want to assign each group different colored slips of paper so they can indicate to their classmates that they are using a particular source. Order any films, filmstrips, and videotapes that are available in your district.

Each phase begins with a pretest to determine what the students already know. This test is followed by a class discussion of the Background Essay, Glossary, Timeline (from Phase 3 on) and the cooperative learning team responsibilities. Also, many suggestions are given for Enrichment Projects. These projects are of two kinds. The first group listed is intended to be optional choices that individuals and/or small groups can do on their own. The second group of items, found in their own special section, are more difficult and are designed to be a teacher-directed activity for the whole class. Instruction sheets for these activities are given in this section. Use these enrichment activities at your discretion, based on your class makeup and the time available. Additionally, the projects may be done during different curriculum periods, such as the poetry projects during language arts.

As to time, each phase can be as short or as long as you desire. Sufficient participatory material is given to enable you to use various phases throughout the entire school year. This organization is particularly relevant for 4th or 5th grade teachers who have the responsibility to teach their individual state's history for an entire year. On the other hand, the material is organized in such a way that upper elementary, middle, or high school teachers can use selected activities in three- to six-week units that would be

incorporated into traditionally taught geography or U.S. History courses.

Guidelines in each phase give an overview to understanding the sequencing of the various activities.

Finally, students are evaluated on the results of the pre/post test, quality of the team presentation, student participation in the group activities and discussions, and the quality and number of additional projects and/or reports completed.

Phase 1

Phase 1: Land

- Students become members of five teams studying the geography of a particular area: Mexico, Texas, Arizona, New Mexico, or California.
- Teacher-directed Optional Activities are integrated.
- Students choose Enrichment Projects and work on them during the phase.
- Teams present what they have learned to their classmates who record the information on the Comparison Chart.
- When all the presentations are completed, the class is led in a discussion of the similarities and differences of the areas.
- Students present Enrichment Projects.
- Students assemble all materials into their own folders and turn them in to you.

Phase 2

Phase 2: Native Americans

- Students become members of six teams, each team studying a different Indian tribe: Aztec (Mexico), Apache (nomadic), Caddo (forest), Chumash (sea coast), Mojave (desert), and Pueblo (high plateau). These particular tribes were chosen because they represent a different geographical environment or were of particular importance in the later development of the states. If another tribe is important in your area, add that tribe as a separate team.
- Teacher-directed Optional Activities are integrated.
- Students choose Enrichment Projects and work on them during the phase.
- A brief Indian legend is read to the class each day.
- Each team member completes a legend to be used in the Legend-Time Campfire.
- Teams create a table-top display of their tribe, showing the land, people, food, homes, etc.
- Teams report their findings about their tribes to their classmates who record the information on their Comparison Chart.

- A discussion is held on the likenesses and differences of the tribes.
- A Legend-Time Campfire is held giving the students an opportunity to "tell" their legends.
- A class Barter Day where the students bring used, inexpensive items into the classroom to barter with one another is held.
- Students present Enrichment Projects.
- Students assemble all materials into their own folders and turn them in to you.

Phase 3

Phase 3: Explorers

- Students become members of an explorer's party, representing Hernando Cortez, Hernando DeSoto, Francisco Vasquez de Coronado, Juan Rodriguez Cabrillo, Francis Drake, or Robert Cavelier Sieur de La Salle. Other explorers may be included as well, but it is important that these six be studied in particular.
- Teacher-directed Optional Activities are integrated.
- Students choose Enrichment Projects and work on them during the phase.
- Teams research their particular explorer, make group decisions as to what supplies are to be taken on their trips and what they might do in unusual situations.
- Teams create a game board with questions concerning the route and adventures of their explorer for their classmates to play for review.
- Each team member keeps a diary.
- Teams present what they have learned. Their classmates complete one worksheet for each explorer based on what they learned from the presentation.
- Students present Enrichment Projects.
- Students assemble all materials into their own folders and turn them in to you.

Phase 4

Phase 4: Missions/Settlements

- Students produce a skit, which may be videotaped, depicting a typical day at a mission. Each student is assigned a job at the mission or the presidio. A script is provided for the main dialog; however, the students create their own dialog for the scene where they describe their particular job.
- Teacher-directed Optional Activities are integrated.
- Students choose Enrichment Projects and work on them during the phase.
- Enrichment Projects are presented.
- If a videotape has been made, it with all other student work can

be shown to another class, to parents, or at a PTA meeting.
- Students assemble all materials into their own folders and turn in to the teacher.

Phase 5

Phase 5: Ranchos/Statehood
- Students are divided into two teams: one, to act out the Constitutional Convention script; the other, to present the Land Commission Trial script.
- Teacher-directed Optional Activities are integrated.
- Students choose Enrichment Projects and work on them during the phase.
- Students present plays to their classmates, other classes, parents, or at PTA meetings (or videotapes)
- Students present Enrichment Projects.
- Students assemble all materials into their own folders and turn them in to you.

Phase 6

Phase 6: Fiesta
- Students are divided into teams to prepare tableaux of important events with narration. Each team presents a tableau of an important event in the history of Arizona, California, New Mexico, Texas, or the Southwest as a whole.
- Each student is assigned to a committee—food, decoration, entertainment—to prepare for a fiesta.
- Students display previously produced projects—table-top displays, board games, videotapes, notebooks.
- Students wear appropriate costumes on the day of the fiesta.
- The fiesta might be held at night, so parents could participate.

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Introduction to Phase 1: Land

If the students are to understand the events that follow they must have some knowledge of the geography of the lands in which these events occurred. This, then, is the purpose of Phase 1: Land.

Divide the class into teams to research the various areas of the Southwestern United States and Mexico. They then work as a team to develop a class presentation, present their findings to the class, prepare Enrichment Projects, participate in Optional Activities, and take tests over the material.

Before the simulation begins

TT
TEACHING TIP

Start this phase with an excellent bulletin board that shows your commitment to the unit.

1. Make bulletin board display.

2. Assemble resource materials.

3. If using Optional Activities assemble needed materials. See Optional Activities recommended for this phase on page 2:3.

4. Duplicate the following:
   - BACKGROUND ESSAY: LAND (class set)
   - TEAM INFORMATION: ARIZONA (one per student in Arizona team)
   - TEAM INFORMATION: CALIFORNIA (one per student in California team)
   - TEAM INFORMATION: MEXICO (one per student in Mexico team)
   - TEAM INFORMATION: NEW MEXICO (one per student in New Mexico team)
   - TEAM INFORMATION: TEXAS (one per student in Texas team)
   - COMPARISON CHART: GEOGRAPHICAL FEATURES (class set)
   - GLOSSARY: LAND (class set)
   - PRE/POST TEST: LAND (two class sets)
   - ENRICHMENT PROJECTS: LAND (class set)

Directions for sequencing activities

Alter these directions as needed.

Getting started

1. Administer the PRE/POST TEST: LAND. Collect and grade the test.
2. Distribute materials, except the team handouts.
3. Read and discuss the Background Essay, reviewing the map of the Southwest.
4. Look over the Comparison Chart.
5. Examine the Glossary. Tell students they are responsible for knowing the definitions.
6. Review Enrichment Projects. Explain to students that they may do one or more of them. If they wish to complete a project that is not listed, have them present it to you for approval.

TT TEACHING TIP

This phase is an excellent time to teach the earth sciences.

7. Divide the students into five teams: Mexico, Texas, New Mexico, Arizona, and California. Give each team their separate Team Information sheets. Go over the directions, making sure students understand that each member is to take an active part.
8. Have each team choose a leader, divide the responsibilities, and decide how the team will present the material.

Basic assignments

1. Teams prepare their Team Information sheets. Tell them one responsibility is to locate their area as it is today and to pencil it in on the map of the Southwest in the Background Essay. Emphasize their main responsibility is to teach the class about the geography of their area.
2. Teams make presentations. All students fill out the relevant spaces on their Geographical Features Comparison Charts.
3. When the presentations are finished, conduct a discussion of the likenesses and differences among the areas using the chart for reference.

Correct any misinformation or add any information not given.

Enrichment projects

1. Students choose any of the Enrichment Projects. They may work as a team with a friend. Allow as much time as necessary for them to do their projects.

2. Allow time for students to demonstrate or explain their Enrichment Project.

Optional activities recommended for this phase

TT TEACHING TIP

***Note:** Instructions for these activities are given in the OPTIONAL ACTIVITIES section.*

- Poetry—diamonte and haiku patterns are described
- Montage/Collage—arrange a colorful scene
- Dioramas—a scene from a national park in the Southwest
- Relief Map—make geography come alive
- Word Games—create a search using words from the glossary

Evaluation

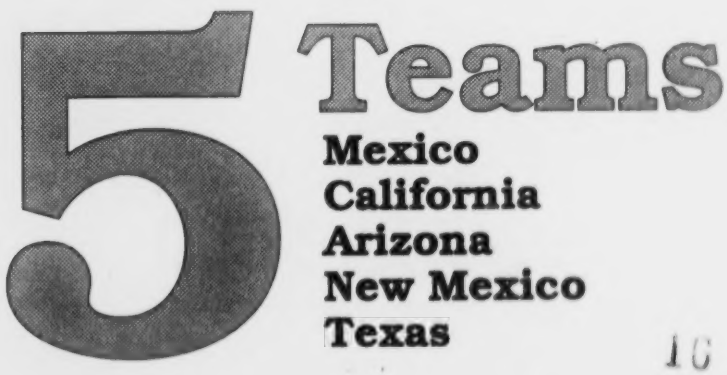
1. When presentations are complete, administer the Pre/Post Test again or use a test of your own making.

2. Students close the phase by assembling all their materials into their individual folders and turn them in to you. You may wish to save them for open house, conferences, etc.

3. Evaluate what students have learned during this phase.

Answers to PRE/POST TEST: LAND

Part 1—True/False: 1. T, 2. F, 3. F, 4. T, 5. F, 6. T, 7. F, 8. F, 9. T, 10. T, 11. F, 12. F, 13. F, 14. T, 15. T, 16. F, 17. T, 18. F, 19. T, 20. F. **Part 2—Events in order:** Continental Drift occurred; Age of Dinosaurs ended; Age of Mammals began; last Ice Age; Native Americans arrived in the Southwest.



Background Essay: LAND - 1

Life begins on earth

Age of earth Our earth is old. Very old! Some scientists believe it is four or five billion years old. During the first three and one-half billion years, the earth erupted, spewing burning hot lava high into the air. Lightning flashed and thunder roared.

Only one continent, or big land mass, existed then. Slowly, very slowly, over millions of years that single land mass divided into the seven continents we have today. This process is called the continental drift. Do not worry; people or plants or animals were not threatened. The earth was simply rearranging itself.

Water covered the lands for millions of years. Then the water level lowered and the lands became exposed. Mountains rose and over the centuries wore down or crumbled as the forces of nature such as erosion and weathering worked on them. More mountains rose. Minerals such as oil, coal, gold, and diamonds formed in the earth. Man found these minerals useful many millions of years later.

Life begins The first living things were small plants that formed in the waters of the oceans. The first animals—invertebrates, or animals without backbones—lived in the ocean waters and fed on these small plants. Next, the vertebrates—animals with backbones—arrived. After millions of years, amphibians who could live on the land and in the water appeared. These amphibians left the oceans and came up onto the land.

Many of these amphibians changed into reptiles who became large and powerful, and developed into dinosaurs. All of this happened 200,000,000 years ago. These huge land animals ruled the earth for about 140,000,000 years. First came the plant-eaters like the Brachiosaurus, followed by the meat-eating dinosaurs such as the Allosaurus. Then, for reasons that even the scientists do not agree on, these huge and powerful beasts disappeared from the earth and the age of the dinosaurs ended. Still there were no people.

Age of mammals New types of animals appeared. The Age of Mammals began. The largest of these mammals were the mastodons and mammoths. There were also the small ancestors of many of our modern mammals, such as the tiny horse no bigger than a collie dog.

The earth turned very cold. We do not know why for certain. The ocean waters that had evaporated and fallen as rain now became snow.

Man begins habitation

This snow fell on already frozen land. It piled up higher and higher and became glaciers. These glaciers moved slowly from the North Pole and covered much of Europe and North America.

Man arrives Man, meanwhile, appeared on the earth, but still did not live in the Western Hemisphere. Scientists believe that the early peoples who did come to the Americas crossed over on a land bridge, called the Bering Strait. It existed between Asia and North America at the time of the last Ice Age. As more and more of the waters of the ocean became part of the huge snow masses, the water level of the ocean fell and the land bridge appeared. It was a wide strip of land, covered with tall grasses. The mammoth grazed in these fine meadows. Early man followed the mammoth. These people did not come all at once, but arrived in small groups over a long time. Slowly the mammoths moved southward, and early man followed. They spread out into all the different areas of the Americas—both north and south.

Eventually these first Americans arrived in the Southwest. Lakes and tall grasses abounded then. We know this because scientists have found the remains of the mastodon here. These giant animals would have needed vast fields of grasses on which to graze.

Habitation occurs Changes, however, were still occurring. The lakes began to dry up; the land became more arid—more as it is today. Even the mastodons disappeared. The first people who followed them to the Southwest remained and built homes. They are the ancestors of the Native People living in the Southwest today.

How do we know this? No people were living to write down this fascinating story. The skill of writing would not develop for thousands of years. We know about these changes in the world because scientists, called geologists, have learned how to read the stories left in the rocks, such as those in the Grand Canyon in northern Arizona. We also know because other scientists, called anthropologists, have studied the remains of animals and people and were able to determine their ages. They discovered mammoth bones in northern New Mexico that had man-made spearheads in them. Those spears were fashioned by early people the scientists named the Folsom man and the Clovis man.

What an exciting story! As you grow older you will learn more about it. You might even become a scientist and help the world make new discoveries.

Background Essay: LAND - 3

The land The area of this simulation—the Southwest—includes parts of the present-day states of California, Arizona, New Mexico, and Texas, plus northern Mexico.

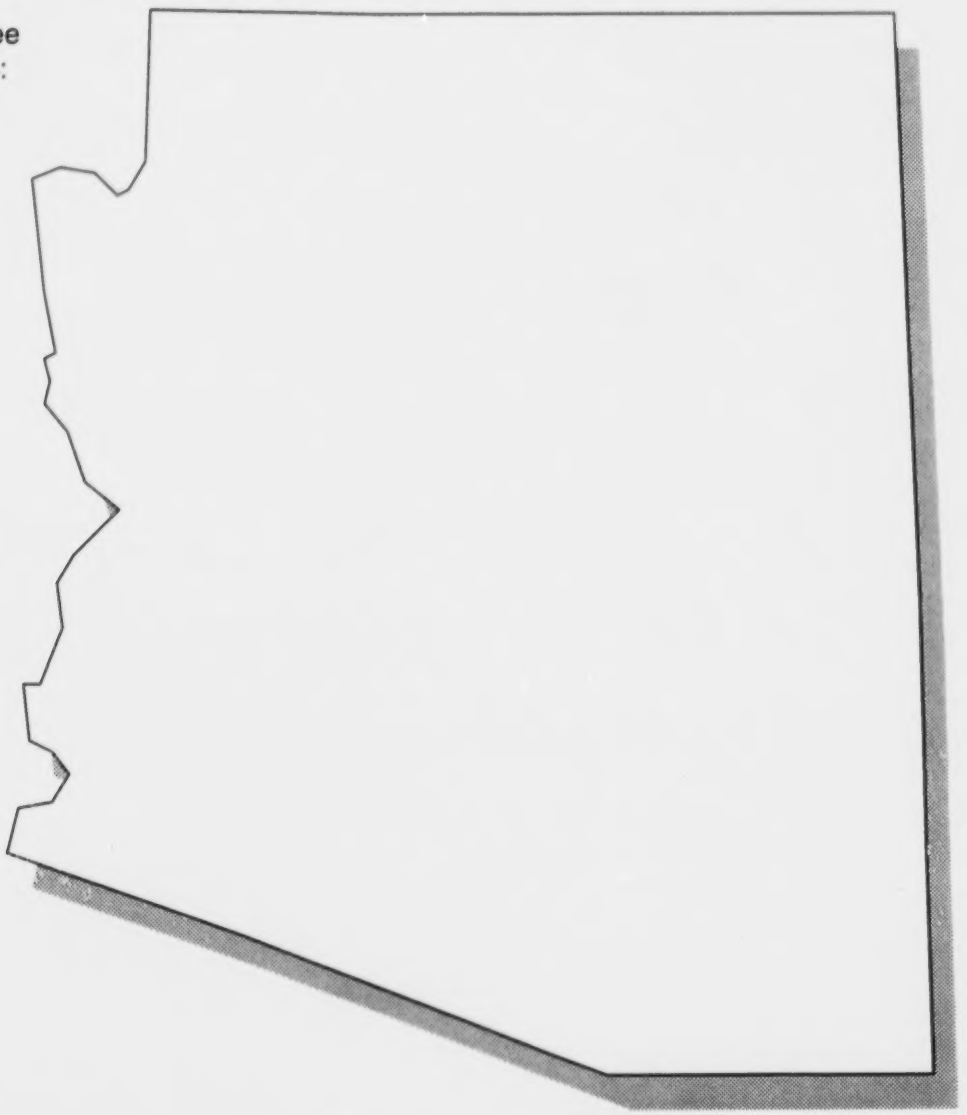
Team Information: ARIZONA

Arizona is a varied land of colorful valleys; hot, dry deserts; and cool, green mountains. It is the home of the beautiful Grand Canyon of the Colorado River. Within the state boundaries are the Petrified Forest and the Painted Desert.

Located north of Mexico, Arizona borders California to the west, New Mexico to the east, and Utah to the north. Arizona shares its northeastern corner with Utah, Colorado, and New Mexico. Known as the Four Corners area, it is the only place in the United States where four state boundaries meet.

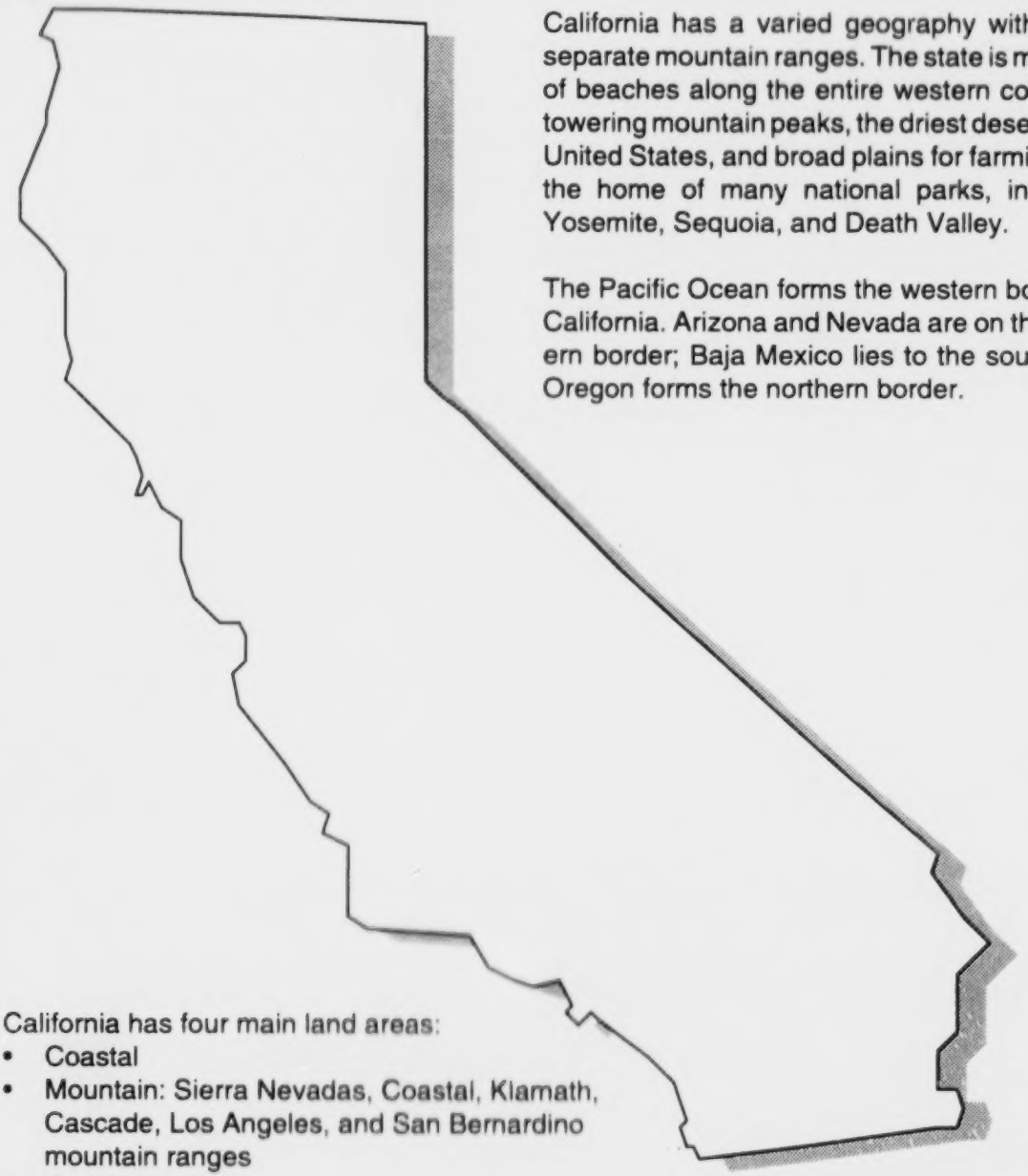
Arizona has three main land areas:

- Plateau
- Mountain
- Desert



Directions: Your team members are to find out as much as possible about the land areas, waters (rivers and lakes), plants, animals, minerals, and climate of Arizona. Then you are to report what you have learned to your classmates so they, too, will know about the geography of Arizona and be able to complete their Comparison Charts.

Team Information: CALIFORNIA



California has a varied geography with many separate mountain ranges. The state is made up of beaches along the entire western coastline, towering mountain peaks, the driest desert in the United States, and broad plains for farming. It is the home of many national parks, including Yosemite, Sequoia, and Death Valley.

The Pacific Ocean forms the western border of California. Arizona and Nevada are on the eastern border; Baja Mexico lies to the south, and Oregon forms the northern border.

California has four main land areas:

- Coastal
- Mountain: Sierra Nevadas, Coastal, Klamath, Cascade, Los Angeles, and San Bernardino mountain ranges
- Desert
- Central Valley

Directions: Your team members are to find out as much as possible about the land areas, waters (rivers and lakes), plants, animals, minerals, and climate of California. Then you are to report what you have learned to your classmates so they, too, will know about the geography of California and be able to complete their Comparison Charts.

Team Information: MEXICO

Mexico is a mountainous country that lies south of the United States. It borders all the Southwestern states. The Gulf of Mexico lies on the eastern side of Mexico and the Pacific Ocean and the Sea of Cortez lie on the western side. To the south of Mexico are the Central American countries of Belize and Guatemala.

Mexico has six main land areas:

- Coastal Plains
- Mountain: Sierra Madre Oriental and Sierra Madre Occidental mountain ranges
- Central Plateau
- Chiapas Highlands
- Yucatan Peninsula
- Baja California

Directions: Your team members are to find out as much as possible about the land areas, waters (rivers and lakes), plants, animals, minerals, and climate of Mexico. Then you are to report what you have learned to your classmates so they, too, will know about the geography of Mexico and be able to complete their Comparison Charts.

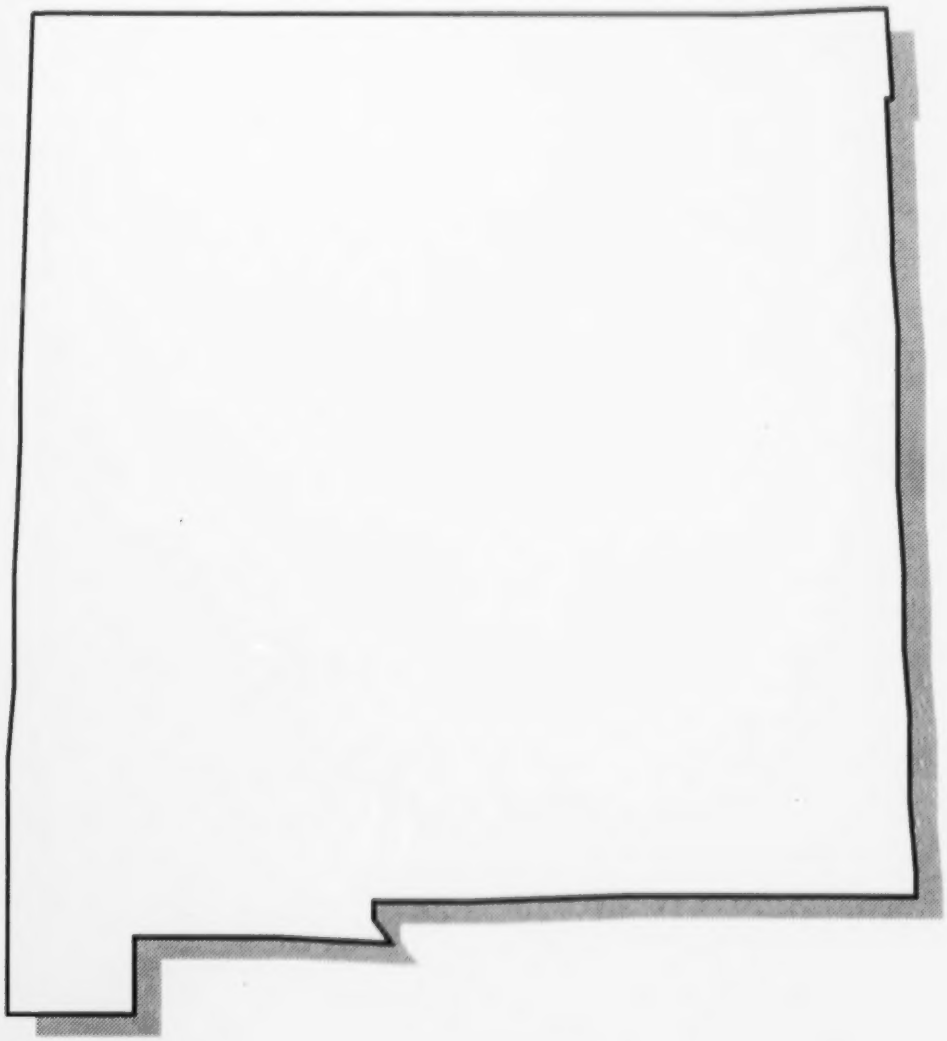
Team Information: NEW MEXICO

New Mexico features many land forms—high mountain peaks, vast plains covering more than a third of the state, and dry badlands with buttes, deep canyons, cliffs, and rugged mesas. It shares the Basin and Range Region with Texas. New Mexico is the home of the famous Carlsbad Caverns National Park and White Sands National Monument as well as many national forest areas.

New Mexico is bordered on the west by Arizona, on the south by Mexico, on the east by Texas and Oklahoma, and on the north by Colorado. The very northwest corner of New Mexico joins with Arizona, Utah, and Colorado to form the Four Corners area. This is the only place in the United States where four state boundaries meet.

New Mexico has four main land areas:

- Great Plains
- Rocky Mountains
- Colorado Plateau
- Basin and Range Region



Directions: Your team members are to find out as much as possible about the land areas, waters (rivers and lakes), plants, animals, minerals, and climate of New Mexico. Then you are to report what you have learned to your classmates so they, too, will know about the geography of New Mexico and be able to complete their Comparison Charts.

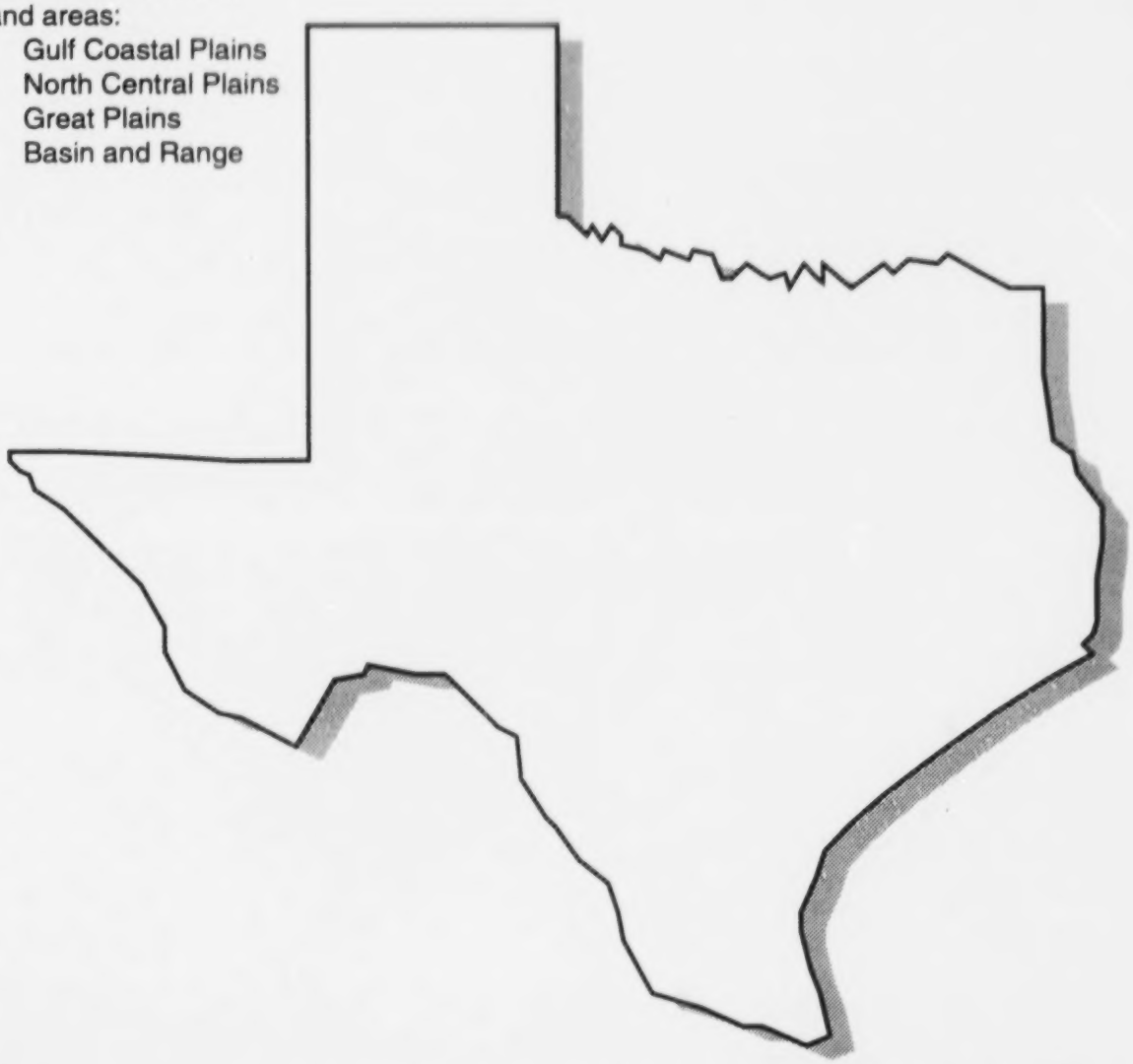
Team Information: TEXAS

From the mountains in the west, Texas slopes toward the Gulf of Mexico. Its diverse geography includes low, wet, green areas along the coastline; high, dry, brown areas in the west; and broad, flat, prairie lands between the other two areas. Texas is the home of Big Bend National Park.

Texas shares its southern border along the Rio Grande River with Mexico. New Mexico forms the west and northwest border; Louisiana, the east; Oklahoma, the north; and Arkansas, the northeast.

Texas has four main land areas:

- Gulf Coastal Plains
- North Central Plains
- Great Plains
- Basin and Range



Directions: Your team members are to find out as much as possible about the land areas, waters (rivers and lakes), plants, animals, minerals, and climate of Texas. Then you are to report what you have learned to your classmates so they, too, will know about the geography of Texas and be able to complete their Comparison Charts.

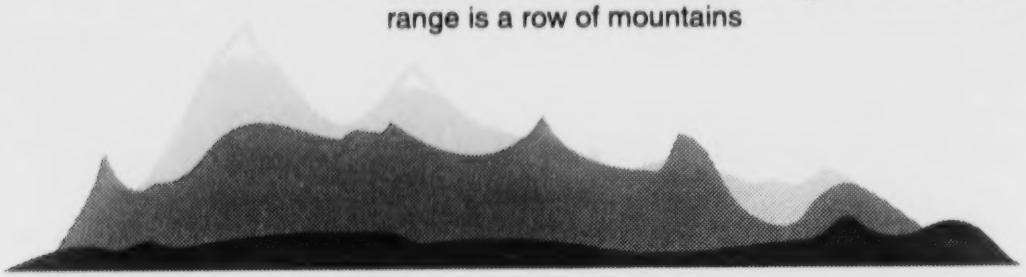
Comparison Chart: GEOGRAPHICAL FEATURES

Complete this chart with information from other teams' presentations.

	Mexico	Texas	New Mexico	Arizona	California
Physical features					
Rivers and lakes					
Weather patterns					
Plants					
Animals					
Minerals					

Glossary: LAND

- **border** the manmade or naturally occurring line that separates two areas; another word might be boundary
- **canyon** deep, narrow valley with steep sides
- **climate** the type of weather that occurs in an area; weather is the day-to-day condition, such as sunny, snowy, rainy
- **continent** one of seven large land masses of the earth: Africa, Antarctica, Asia, Australia, Europe, North America, South America
- **desert** a hot, dry land where very little rain falls
- **drought** a long period of time when no rain falls
- **elevation** distance above sea level; another word might be altitude
- **geography** the study of earth's land and water and its plants, animals, and people; a geologist studies geography
- **globe** ball-shaped object that has all of the earth's land masses and bodies of water drawn on it
- **human resources** anyone who has abilities and talents that make that person valuable to the community
- **land form** the land's shapes, such as mountains, valleys, and hills
- **latitude** imaginary lines parallel to the equator as shown on a map or globe; used in navigation
- **longitude** imaginary lines running from pole to pole as shown on a map or globe; used in navigation
- **mineral** a substance, such as gold or copper, that is found in nature, often underground
- **mountain** a land mass that is higher than a hill; a mountain range is a row of mountains



- **natural resource** useful materials found in nature, such as water, lumber, and minerals
- **peninsula** a small piece of land that sticks out from a larger piece of land and has water on three sides
- **plateau** an area of flat land that is higher than the land around it
- **precipitation** water, usually rain or snow, that falls from the sky
- **region** an area of land that is different from other areas due to its physical features, climate, people, or industries

Pre/Post Test: LAND

Name _____

Part 1: Please answer these questions with **T** (true) or **F** (false).

___ 1. Scientists learned how old the land was by studying rocks and land forms, such as those found in the Grand Canyon.
___ 2. The world has always had five continents.
___ 3. Continental Drift has to do with the sands on beaches.
___ 4. The earth is billions of years old.
___ 5. The mountains and seas have always been as we see them today.
___ 6. Minerals are things like oil, coal, and gold.
___ 7. The first living things were dinosaurs.
___ 8. Invertebrates have backbones.
___ 9. Amphibians can live both in the water and on the land.
___10. Dinosaurs were on the earth for nearly 140 million years.
___11. Man lived at the same time as the dinosaurs.
___12. Scientists know for certain that dinosaurs died out because a meteor hit the earth.
___13. Dinosaurs were mammals.
___14. The first horses were no bigger than large dogs.
___15. Deep glaciers made of snow covered the earth during the Ice Ages.
___16. The first people to come into the Western Hemisphere were Columbus and his crew.
___17. Early man followed the mammoths across the Bering Strait.
___18. The Bering Strait is located in the Southwest.
___19. The lands of the Southwest use to have many lakes, trees, and grasses.
___20. Scientists know all that there is to know about geography.

Part 2: Number these events in the order that they happened.

___ Last Ice Age
___ Age of the Mammals began
___ Native Americans arrived in the Southwest
___ Age of the Dinosaurs ended
___ Continental Drift occurred

Enrichment Projects: LAND

Instructions: Choose one or more of the following activities to complete during this phase. You may work with a friend or two. Your teacher may expect you to do these activities as homework or may give you time to complete them in class.

Phase 1 project choices

If you wish to undertake a project not listed here, talk it over with your teacher.

- Write a report on how mountains in the Southwest built up or wore away.
- Write a report on a specific plant or animal in a particular area: desert, ocean, mountains, plains, or valleys (for example, the roadrunner bird).
- Draw a slice of a tree, showing rings marked with occurrences during the tree's lifetime.
- Graph the temperature in the region you are studying for a 14-day period. Include percentage of rainy, cloudy, sunny days.
- Write a report on a poet, writer, or artist (e.g., Willa Cather) whose emphasis is the Southwest. Try to include a picture of your subject.
- Gather samples of cactus and make a cactus garden for the classroom or to present as a gift.
- Prepare a map showing fault lines in the Southwest.
- Report on how to prepare for and what to do in case of an earthquake, hurricane, tornado, or tidal wave.
- Design a poster showing the ages of geological history.
- Design a brochure, convincing tourists to visit your area.
- Write a report on how to practice conservation at home.
- Create a map quiz, using flashcards of geographical words of specific places. Have class locate places on a large map.
- Create a postcard depicting a geographic wonder of the Southwest (e.g., the Grand Canyon). Draw a picture on one side and write a description on the other.

How to write a project summary

1. All projects, regardless of type, require a "summary" sheet which should be constructed as follows:

   Title

   Name
   Class Name
   Teacher's Name
   (Write a paragraph of six to10 sentences which describes the **purpose** of the project and **what** it generally is about.)

   Note: The name can be either your name or your team's name depending on whether this is an individual or group project.

2. Attach this summary to your work.

Introduction to Phase 2: Native Americans

During this phase, the students compare the ways of life of six different Indian tribes representing the different geographical areas of the Southwest: Aztec, Caddo, Apache, Pueblo, Mojave, and Chumash. Other interesting tribes may be added, but it is important that the students know about the tribes mentioned.

The students are organized into six teams (more if you have added other tribes) who do research on each tribe, present their findings to their classmates, have a Legend-Time Campfire, and a Barter Day. They also prepare Enrichment Projects listed and may do Optional Activities.

Before the simulation begins

TT
TEACHING TIP

Find pictures of Native Americans to display on the bulletin board. This sets the scene for this phase.

1. Make bulletin board display.

2. Assemble resource materials.

3. If using Optional Activities assemble needed materials. See Optional Activities recommended for this phase on page 3:3.

4. Duplicate the following:
   - BACKGROUND ESSAY: NATIVE AMERICANS OF THE SOUTHWEST (class set)
   - TEAM INFORMATION: AZTEC (one per student in Aztec team)
   - TEAM INFORMATION: APACHE (one per student in Apache team)
   - TEAM INFORMATION: CADDO (one per student in Caddo team)
   - TEAM INFORMATION: CHUMASH (one per student in Chumash team)
   - TEAM INFORMATION: MOJAVE (one per student in Mojave team)
   - TEAM INFORMATION: PUEBLO (one per student in Pueblo team)
   - COMPARISON CHART: NATIVE AMERICANS (class set)
   - LEGEND-TIME CAMPFIRE (class set)
   - BARTER DAY (class set)
   - GLOSSARY: NATIVE AMERICANS (class set)
   - PRE/POST TEST: NATIVE AMERICANS (two class sets)
   - ENRICHMENT PROJECTS : NATIVE AMERICANS (class set)

Directions for sequencing activities

Getting started

1. Administer the PRE/POST TEST: NATIVE AMERICANS. Collect and grade the test.
2. Distribute materials, except the team handouts.
3. Read and discuss the Background Essay, reviewing the map of tribal locations.
4. Look over the LEGEND-TIME CAMPFIRE and BARTER DAY handouts. Students examine the team responsibilities in order to plan and organize work, examine the Glossary, and review Enrichment Projects.
5. Examine the Glossary. Tell students they are responsible for knowing the definitions.
6. Review Enrichment Projects. Explain to students that they may do any of these projects or if they wish to complete another project not listed, to present it to you for approval.
7. Divide students into six teams, one for each of the following tribes: Aztec, Caddo, Apache, Pueblo, Mojave, Chumash.
8. Have each team choose a leader, divide the responsibilities (see the items on the comparison chart), and decide how the team will present the material. Then each team reads the Team Information sheet and instructions for their tribe.

TT TEACHING TIP

Besides studying the tribes listed—chosen to show the diversity of the Native Americans—feel free to add other tribes important to your area.

Basic assignments

1. Each team reads their Team Information sheet and instructions for their tribe. Remind them their main responsibility is to teach the class about the Indian tribe assigned their group.
2. Teams make presentations. Students add brief notes to their Comparison Charts. Have students point out the likenesses and differences of the tribes as shown on their chart.
3. If you have decided to use the LEGEND-TIME CAMPFIRE, go over the instructions which appear on the handout.

TT TEACHING TIP

To enrich the Legend-Time Campfire activity, read many short Indian legends to your students.

4. Conduct the LEGEND-TIME CAMPFIRE, following the directions given on page 2 of the handout.

5. If you are using the BARTER DAY option, review the directions on the handout with the students.

Enrichment projects

1. Review the Enrichment Projects options. Have individuals chose what they want to prepare.

2. Students present Enrichment Projects.

Optional activities suggested for this phase

- Pottery—mold a clay container
- Weaving—weave a wall hanging with an Indian design
- Baskets—design a useful or decorative basket
- Sand Designs—create a scene of the Southwest
- Ojo de Dios (Eye of God)—learn to make this Indian symbol
- Indian Games—a fun way to study this phase

TT TEACHING TIP

Note: *Instructions for these activities are given in the OPTIONAL ACTIVITIES section.*

Evaluation

1. Administer the PRE/POST TEST: NATIVE AMERICANS again or use a test of your own making.

2. Students close this phase by assembling all their materials into their individual folders and turning them in to you. You may wish to save them for open house, conferences, etc.

3. Evaluate what students have learned during this phase.

Answers to PRE/POST TEST: NATIVE AMERICANS

Part 1—Fill in blanks: Bering Strait, Ice Age, Southwest, Mexico, hunters, berries, mastodons, corn, farmers, food, shelter, clothing, water, legends, chiefs, shamans, anthropologists, artifacts, history, Spanish. **Part 2—Where tribes lived:** *Aztec*, central Mexico; *Caddo*, Louisiana, Arkansas, and eastern Texas; *Apache*, plains and mountains of New Mexico, Arizona, northern Mexico, and southwestern Texas; *Pueblo*, New Mexico; *Mojave*, California desert; *Chumash*, near Santa Barbara, California.

Background Essay: NATIVE AMERICANS - 1

Early man nomadic

Hunters to farmers When early man first came to the Southwest, he was following the mastodons. These gigantic creatures, however, soon died out. We do not know why. Perhaps the Native Americans killed too many for food. They had no way of preserving meat, and since fresh meat would last only a few days, most of it went to waste. Or maybe the mastodons died out because the grassy fields upon which the animals grazed dried up, leaving the land arid.

We do know, however, that during this period early man changed from being mainly hunters into being mainly farmers. Of course, they still hunted smaller animals such as deer and rabbits; they also gathered nuts, seeds, and berries. Maize, known as Indian corn, caused this change from hunter to farmer. Beginning in central Mexico, the technique of growing maize went from tribe to tribe. Eventually it spread to all the tribes in Texas, New Mexico, Arizona—and even to those living in the California deserts.

First tribes farmed Some of the first known tribes in the Southwest were the Hohokam and the Mogollan. They lived in Arizona and New Mexico in pit houses, constructed partly underground. They grew corn, beans, and squash and made fine clay pottery. The Hohokam even had a large ball court where they played a game somewhere between soccer and basketball.

The Anasazi lived farther north near the four corners area where Arizona, New Mexico, Utah, and Colorado meet. They developed the cliff dwellings and the mud-and-rock apartment dwellings later known as pueblos. Some of these early people lived in large cities. It is believed that more than 1,200 people lived in Pueblo Bonito in Chaco Canyon. They lived there for several centuries. Late in the 1200s, a terrible drought plagued the area. Crop failure forced the starving people to move. Many went to the area along the Rio Grande River in New Mexico. These early tribes are the ancestors of the Hopi and Pueblo tribes of today.

Later tribes About this time the Apache and the Navajo tribes from northwestern Canada arrived in the Southwest. The Navajo settled near where the Anasazi once lived and built hogans in which to live. The Apache moved south into the areas just north of the present Mexican border. They spread out into the lands that would become Arizona, New Mexico, and Texas. They were not farmers. The Apaches roamed the area, hunting whatever animals they could find. When food became scarce, they raided their more peaceful neighbors.

Background Essay: NATIVE AMERICANS - 2

Later developed trade

In Texas, the Caddoes in the eastern forest lands descended from tribes living along the Mississippi River to the north called the Mound Builders. The Caddo's land was one of plenty with game in the forests, fish in the rivers, crops of corn, and, occasionally, buffalo.

In California, those Native Americans living in the desert, such as the Mojave tribes, developed much like the tribes in Arizona, growing crops, fishing in the Colorado River, hunting small game, and gathering seeds, nuts, berries, and roots. A mild climate, an abundance of acorns, berries, seeds, nuts, and roots, and game such as bear and deer blessed those California tribes living on the western side of the Sierra Mountains. They never learned to be farmers. Perhaps they had no need to learn.

Trade, religion, and daily life All tribes—whether they lived along the coast lines, in the mountains, the deserts, the dense forests, or the plains—found the things they needed in the lands where they lived. If they had trees, they used them to build homes and boats. They made clothing from the bark. If they did not have many trees, they learned how to use the mud and rocks to build adobe homes. Some of the adobe homes were four stories high. They had thick walls to keep the inhabitants cool in summer and warm in winter. If the tribes traveled to obtain their food, they built temporary homes with skins, branches, and twigs. These habitations were easily put up and taken down. The tribes traded with each other. Some even had special tribal members who did the trading. They traded obsidian, salt, shells, and foods.

These Native Americans developed religions with legends to explain their lives, nature, and the unexplainable, such as earthquakes. They developed ways of governing their tribes to keep order. The older members taught the younger members those skills they needed to know.

Their lives were not always easy. Droughts, deluges of water, earthquakes, or volcanic eruptions plagued their lives. Their basic needs, however, of food, water, housing, clothing to protect them from cold, government, religion, and education were all supplied. They lived well-ordered lives until the appearance of a new group of men. These men arrived from Europe and sought lands and riches. The lives of the Native Americans would never again be the same.

Background Essay: NATIVE AMERICANS - 3

The tribes As shown on the map, the tribes were scattered throughout the Southwest and Mexico.

Team Information: AZTEC

A powerful, well-organized group of Indians, the Aztecs lived in Central Mexico. They built a large, beautiful capital, called Tenochtitlan, located where Mexico City is today.

Tenochtitlan, built upon the waters of a shallow lake, used canals flowing through the city like streets. Drawbridges allowed boats to move along their way. Large market places, government buildings, and stone palaces for the emperor and the nobles graced the city. Everything in the city led to a main ceremonial plaza, or square, where the Aztec built large flat-topped pyramid-like temples to honor their god. Their religion was very important to them.

Aztec sculptors work on the great Sun Stone, which was discovered in Mexico City in 1790. You might like to research its symbolism and importance in Aztec history.

The average Aztec lived outside the cities near their fields. They built simple houses with thatched roofs. The houses were constructed of adobe or built upon poles. Corn was the main crop. The women ground it and made it into a porridge or into flat cakes called tortillas. The men hunted game animals. Chocolate was their favorite drink.

Chiefs and priests led the Aztec in a very organized way of life. Many rules guided everyone's behavior. The Aztecs were warlike and fought battles with their neighbors. They were no match, however, for the Spanish, who conquered them and destroyed their civilization.

Team Information: APACHE

Apache tribes were scattered across the plains and mountains of New Mexico, Arizona, northern Mexico, and southwestern Texas. They originally occupied the north and north-central areas of Texas, but Comaches forced them to move south.

A small band of Apache likely wandered into the Southwest sometime between A.D. 850 to A.D. 1000. Related to the Apache, the Navajo arrived at about the same time. Both tribes originally belonged to the Athabascan tribes of western Canada.

Depending on where they lived, Apaches built cone-shaped tepees or brush huts called wickiups. Their clothing depended upon where they lived, what the temperature was, and what animals were available.

Skillful hunters, the Apache used bows and arrows to kill deer, rabbits, and other game in their area. When their hunts failed, they raided their neighboring tribes to get what they needed. Considered among the most warlike of all the tribes of North America, the Apache were ferocious fighters.

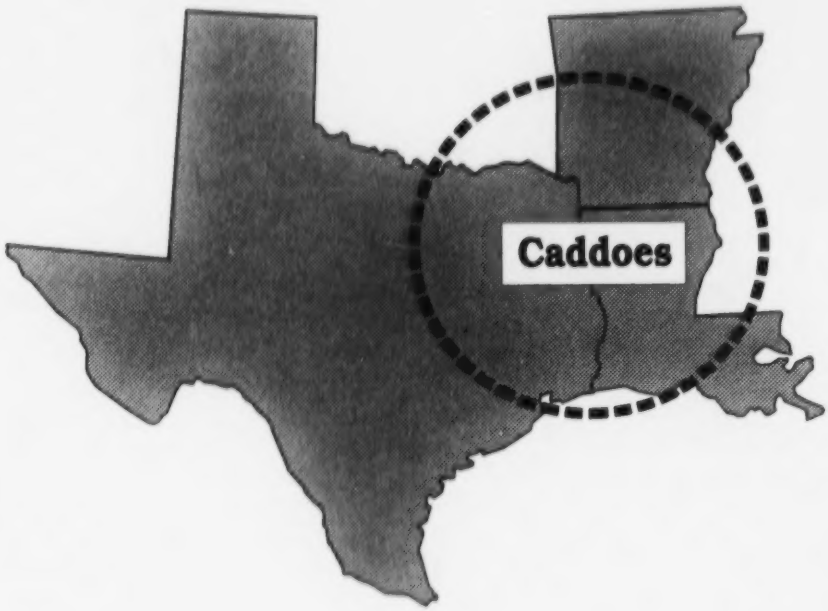
Composed of loosely organized bands of extended families, their government had a head man. Chosen informally, he was not all-important. If others in the tribe wanted to do something different, they did. The Apache never accepted the Spanish or American claims to their land.

Team Information: CADDO

The Caddoes were a large group of Native Americans made up of many smaller groups joined together. They lived in Louisiana, Arkansas, and eastern Texas. Their name has been shortened from the word, Kadohadocho, meaning real chiefs.

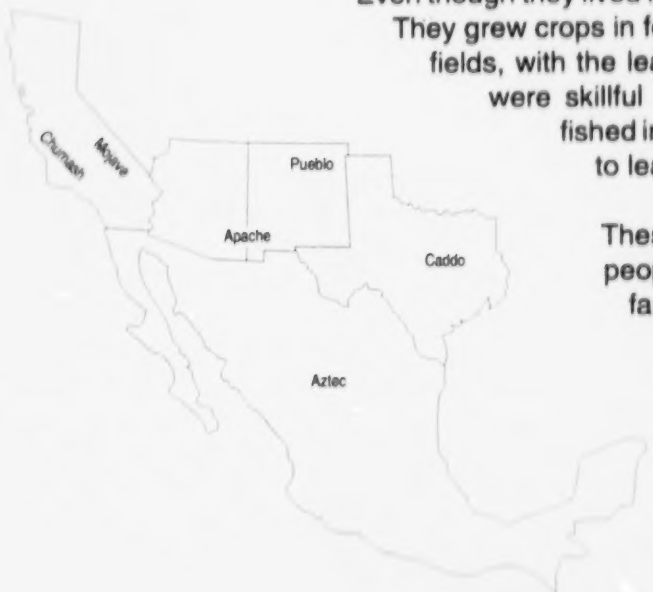
Caddoes called each other teyshas (TA shas) meaning friend. The Spanish used the word for the entire area, changing it slightly to Tejas (TA has). This later became the word Texas.

They lived in communities of large houses containing several families. Within the houses they had mats, which they used for beds, made of reeds set on stakes to raise them off the floor. They also built temples in which they kept a sacred fire burning at all times.



As with all Indians, religion was very important. They believed all people came from a female god and her two daughters.

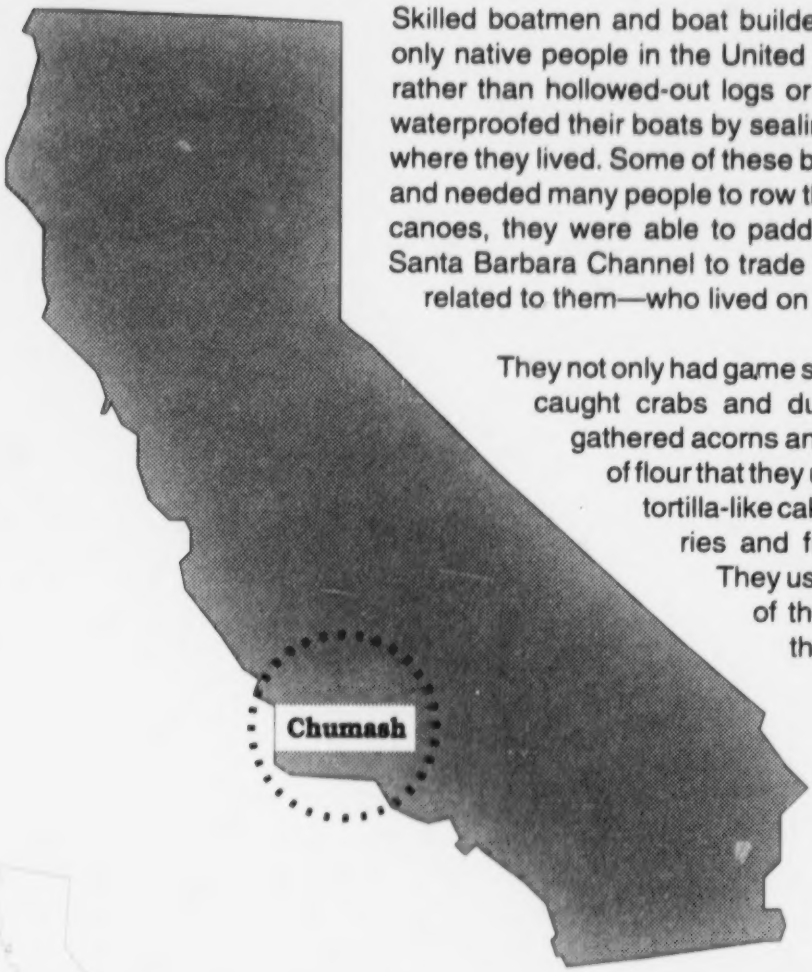
Even though they lived in forests, they farmed as well as hunted. They grew crops in forest openings. Everyone worked in the fields, with the leaders getting their share first. The men were skillful hunters and fishermen, as well. They fished in a very unusual way, which you will want to learn about.



These Indians descended from a remarkable people called the Mound Builders, who lived farther north along the Mississippi River. Little is known about these Native Americans, but we do know they had priests, temples, and a complicated form of government. The Caddoes do not remember these ancestors, but anthropologists discovered the connection between the people by studying each culture's customs and language.

Team Information: CHUMASH

The Chumash Native Americans built their villages by the Pacific Ocean near today's Santa Barbara, California.



Skilled boatmen and boat builders, the Chumash were the only native people in the United States to build plank boats rather than hollowed-out logs or boats made of bark. They waterproofed their boats by sealing them with tar found near where they lived. Some of these boats were 20 to 30 feet long and needed many people to row them. In their carefully made canoes, they were able to paddle the 30 miles across the Santa Barbara Channel to trade with the Indians—probably related to them—who lived on the channel islands.

They not only had game such as deer to eat; they also caught crabs and dug for clams. The women gathered acorns and pounded them into a type of flour that they used to make porridge or flat tortilla-like cakes. They also gathered berries and fruits such as wild grapes. They used the tar to seal the insides of their lovely baskets to make them waterproof.

The Chumash organized by villages rather than by tribes. Many villages had as many as 1,000 people.

As with all Indians, religion was a very important part of their daily life. Shamans communicated with their gods. These shamans painted spectacular rock paintings on canyon walls or in the many nearby caves in honor of their god, Chinigchinich.

Team Information: MOJAVE

Living in the desert could be very difficult for the Mojaves. Extremely hot in the summer, the desert nurtured few plants and trees. The Mojave Native Americans, however, learned to deal successfully with these handicaps.

Featuring grass-covered roofs, the Mojave homes were large rectangular mud houses. This way of building helped to keep the houses cool in the summer and warm in the winter. They also built ramadas, or open shelters, with grass-covered roofs to protect them from the hot sun during the day and to allow cool breezes to reach them at night while they slept.

The Mojave Indians settled near the Colorado River, which not only supplied them with drinking water and fish to eat but also flooded its banks every spring. Such floods provided them with fine mud in which to raise crops. The desert also contained small game animals, as well as birds, which they could eat.

Traveling great distances, often up to 150 miles, the Mojave Indians crossed the mountains to trade with tribes in the valleys and along the coastlines of the Pacific Ocean.

This illustration depicts the Mojave Indians circa 1860. Unlike most other tribes in the Southwest, the Mojave were farmers. Both men and women were often elaborately tattooed.

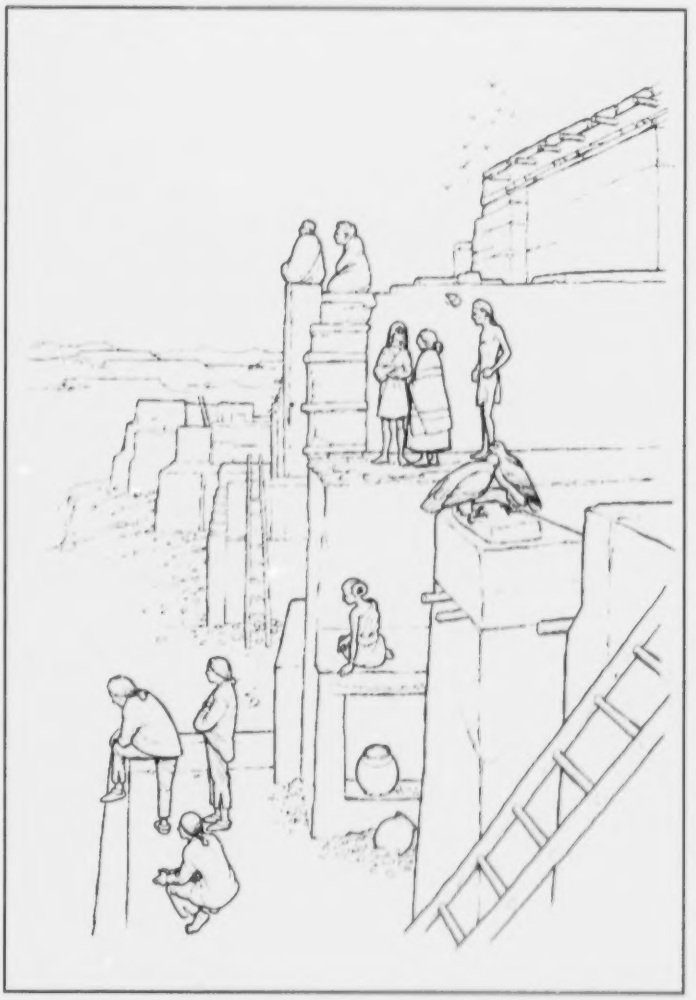
As part of their religious ceremonies, they scraped giant figures on the dry floor of the desert. These magnificent, painted pictures depicted animals and hunters. They still exist today, except where unthinking dune buggy drivers and desert travelers have destroyed them.

Team Information: PUEBLO

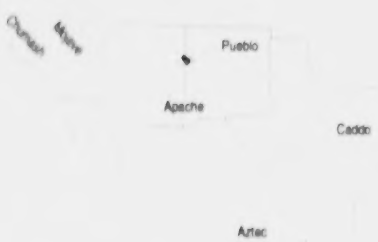
The Pueblo Native Americans lived in New Mexico. They built apartment-house villages of stones or adobe set in a mud mortar. The word pueblo is Spanish for village, and it was the Spanish who gave the Indians this name as well. They were many different tribes, such as Hopi and Zuni, living in the same area. They descended from the very old Anasazi culture.

Often used as storerooms, the lowest rooms of their apartment buildings had no openings. This also made them safer from attack. The Indians had to climb a ladder to get to the roof of each level, and from there they entered the houses. The roofs of the lower rooms formed the porches of those above. These buildings were often four or five stories high.

Besides tending fields, the Pueblos hunted for animals in the nearby mountains and gathered seeds. They ground nuts, such as those from the pinion tree, into meal for porridge or flat cakes. They are famous for their lovely pottery and fine baskets.



Here is an example of how Native Americans lived in pueblos.



As with all Native Americans, they were very religious. On a basis of a closeness with the land, the Pueblo religion featured ceremonies. Celebrations to communicate with their gods were held in ceremonial chambers for men, called kivas. They made Kachina dolls to teach the young about these gods.

Comparison Chart 1: NATIVE AMERICANS

Complete this chart with information from other teams' presentations.

	Aztec	Caddo	Apache	Pueblo	Mojave	Chumash
Location of tribe						
Type of government						
Food						
Source of food						
Housing						
Clothing						

Southwest 3:13

Comparison Chart 2: NATIVE AMERICANS

Complete this chart with information from other teams' presentations.

	Aztec	Caddo	Apache	Pueblo	Mojave	Chumash
Way of traveling						
Trade: items given						
Trade: items received						
Play and recreation						
Religion						
Other ...						

LEGEND-TIME CAMPFIRE - 1

Legends have probably existed for as long as mankind has existed. They attempt to explain why earthquakes, fierce storms, moon and sun risings and settings occur. Since early man had no answer, he made up legends to explain what he didn't understand in his life or in his environment. Perhaps, in wanting to teach his son or daughter the importance of how to get along with the other members of the tribe, he made up a legend. Maybe his child asked, "Why does a skunk have a stripe down his back?" Again, he made up a story. In time that story became a legend which was handed down from one generation to another.

Prehispanic man did not have our scientific knowledge. Early scientists did not know the answers, just as we, today, do not know all the answers. Native Americans, consequently, made up their legends or tales. They may not have been scientifically accurate, but they certainly were exciting!

Writing a legend

1. Before you plan your own legend, read as many legends as you can find.

2. Write your own legends.
3. Realize that several students' legends will be chosen to be presented at a mock campfire in the classroom.
4. If you are chosen to present your legend, remember to *tell* your legend rather than *read* it.
5. If everyone in class wants to tell a legend, each legend must be short.
6. Your class may wish to make a book of all the legends your classmates write. If so, decorate it and put it in the room for everyone to enjoy.
   a. You may wish to make one copy of this book for each student in your class.
   b. Perhaps you can also give a copy to the school library for other students in other classes to enjoy.

LEGEND-TIME CAMPFIRE - 2

Legend-Time Campfire Day

1. Push back your desks and close the blinds to darken your classroom.

2. Put a battery lantern or flashlights in the center of the room. Place logs around it and add crumbled red cellophane paper or aluminum foil to make the light flicker like a campfire. Of course, make certain that it is firesafe.

3. Sit on the floor. If your classroom is not carpeted, bring towels, rugs, or cushions to sit upon. Wear costumes and/or headdresses.

4. So that they can be seen easily, those who tell their legends should stand or sit on a raised area.

5. The legend teller should be as dramatic as possible in telling the legend.

The teller should move around the room getting "into character"—for example, looking like a wild animal stalking its prey or flapping arms to resemble an eagle or hawk soaring through the sky.

6. Above all, the legend teller should enjoy telling the legend.

BARTER DAY

If you have something I would like to have and I have something you would like to have and we exchange items, the process is bartering or trading. We can both be happy and satisfied that we have gotten the best deal.

Most Native Americans used barter to get things they needed: salt, seashells, lumber, or food. The tribes bartered the products they grew or gathered in their area. Barter usually involves no exchange of money. Some Native American tribes, however, used a particular item, such as dentaluin shells from the ocean or cacao beans in Mexico, as a form of money to exchange for the needed goods.

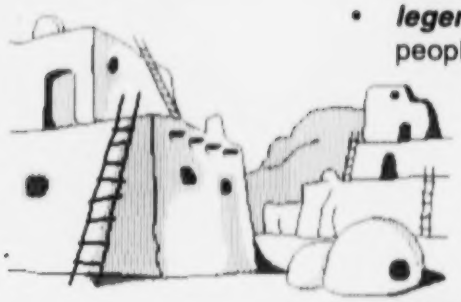
Today, you could barter services as well. You might mow my lawn in exchange for a particular toy I have that you would like to own. Parts of the world still use bartering. Most people have developed their own type of money, however. People found it was easier to trade using money.

Directions for Barter Day:

1. Discuss beforehand things that everyone in the class feels are appropriate to bring. The items should be used and of little value. *Examples:* duplicate baseball cards, inexpensive jewelry, polished rocks, assortment of sea shells, several cookies or a piece of fruit (wrapped tightly in a plastic bag), or old souvenirs.
2. Each class member brings something to barter or exchange.
3. Each tribal team should lay out the items their members have brought.
4. All class members walk around the room to see what is available and what they might like to barter for.
5. All students draw numbers to see who gets to choose first.
6. The first person exchanges what he/she bought for anything else in the room.
7. The second and succeeding persons draw in order.
8. After everyone has traded at least once—and no longer has their original item—have a free bartering period. Everyone then moves around the room trading with whomever he/she wishes to trade.
9. Ground rules should make clear that no persons go home with the same items they brought and that no one ridicules something brought by someone else.
10. At the end of Barter Day, discuss who ended up with what, the advantages and disadvantages of bartering, and whether your classmates prefer bartering or buying with money.

Glossary: NATIVE AMERICANS

- ***adobe*** sun-dried bricks made of clay
- ***ancestor*** a person from whom one is descended
- ***archaeologist*** a scientist who studies ancient cultures by examining their old tools, pottery, and buildings
- ***barter*** to trade or exchange one kind of goods or services for other goods or services without using money
- ***baskets*** containers woven of twigs or strips of wood used to store foods by the native tribes
- ***ceremony*** a formal event that celebrates a special occasion
- ***community*** a group of people who live together in one area and share the same government
- ***culture*** a way of life of a group of people, including language, knowledge, beliefs, art, religion, and ways of behavior
- ***descendent*** a person descended from specific ancestors; offspring, the son or daughter of a father or mother
- ***government*** system of rules and the people who enforce those rules for a tribe or nation
- ***legend*** a story handed down through the years that explains people and the way they see their world



- ***nomad*** someone who moves from place to place
- ***pottery*** baked pots made from clay to be used to store foods or as dishes from which food is eaten
- ***pueblo*** Spanish word for house given to the Indian villages of Arizona and New Mexico which contain flat-roofed, adobe dwellings often several stories high. Pueblo Indians live in these villages.

- ***pyramid*** a building with triangular sides meeting at a point
- ***religion*** the way people worship the God or gods they believe in; services, faith, devotion, attitudes, beliefs, and practices
- ***shaman*** a religious leader who uses ancestral spirits to cure the sick, find the lost, and control events
- ***sweat house*** a very warm building that is meant to make people sweat and thus clean the skin
- ***temple*** a place dedicated to worship of God or gods
- ***tepee*** a conical tent, usually made of poles covered by skins, used by Indian tribes who moved a great deal in search of food
- ***tortillas*** round, thin cakes of unleavened cornmeal or wheat flour; a type of bread often eaten with toppings or fillings
- ***trade*** the exchange of one good or service for another good or service; similar to barter
- ***tradition*** a belief or a way of doing things that is passed down from one generation to the next
- ***tribe*** a group of people from nearby villages who share the same language, culture, and customs; they are usually related
- ***wickiup*** a hut with an oval base and a rough frame covered with reed mats, grass, or brushwood; used by nomadic Indians of the west and southwest

Pre/Post Test: NATIVE AMERICANS

Name _____

Part 1—Fill in blanks: Use these words: hunters, corn, farmers, mastodons, Bering Strait, artifacts, Ice Age, Southwest, Mexico, berries, history, Spanish, shamans, food, chiefs, clothing, legends, water, shelter, anthropologists.

Early man arrived in the Western Hemisphere by crossing the _____ _____. This was during the last _____ _____. The tribes spread out in all directions. The tribes we are interested in came to live in the _____ and _____.

The first tribes were mainly _____. But they did gather seeds, nuts, and _____. Then the large herds of _____ disappeared. The Indians learned to grow _____ and they settled down in one place and became _____.

All tribes learned to find what they needed to live in the places where they settled. They needed _____, _____, _____, and _____ to protect them from the weather. They taught their children what they needed to know, often by telling them _____. The tribes had _____ to help keep order and _____ to explain the tribe's place in nature.

We have learned about the Indians and how they lived from scientists called _____, who study prehistoric man and the _____ they left behind. They are called prehistoric, because they lived before _____ was written down. We are calling them pre-Hispanic because they lived before the _____ people came.

Part 2—Where tribes lived: Fill in where the following tribes lived:

Aztec _____

Caddo _____

Apache _____

Pueblo _____

Mojave _____

Chumash _____

Enrichment Projects: NATIVE AMERICANS

Instructions: Choose one or more of the following activities to complete during this phase. You may work with a friend or two. Your teacher may expect you to do these activities as homework or may give you time to complete them in class.

Phase 2 project choices

If you wish to undertake a project not listed here, talk it over with your teacher.

- Map the routes Native Americans took to and throughout the New World.
- Write a report on medicines (e.g., aloe) that Indians use.
- Make different colors of dye using fruits and vegetables at home (e.g., beets, carrots, onions, etc.). Dye small pieces of white material and display on a poster.
- Write a report about any other tribe living at the time.
- Write several diamonte or haiku poems on Indian life/environment and present on a poster.
- Create a diorama of a particular Native American event (e.g., fishing techniques of the Caddoes).
- Research the symbolism of the Aztec's Sun Stone and its importance to the tribe.
- Write a report on how archeologists study early people.
- Compare how early Indians provided basic needs of food, housing, clothing, and education with today's Indians.
- Prepare a report on how Indians ground grains to make mush, grits, and other prepared food.
- Research Native American musical instruments. Write a report on how they are used.
- Research the current population of Indian tribes in your area. Graph your findings.
- Using the Glossary words in this phase, create a scrambled word puzzle. Duplicate for classmates to work.
- Research and write a report on a famous Native American.

How to write a project summary

Note: The name can be either your name or your team's name depending on whether this is an individual or group project.

1. All projects, regardless of type, require a "summary" sheet which should be constructed as follows:

   Title

   Name
   Class Name
   Teacher's Name
   (Write a paragraph of six to 10 sentences which describes the **purpose** of the project and **what** it generally is about.)

2. Attach this summary to your work.

Introduction to Phase 3: Explorers

Explorers of the Southwest is the theme of this phase. Divide the students into teams and assign each student the identity of one member of an explorer's group important to the Southwest: Cortez, Coronado, De Soto, Cabrillo, Drake, or La Salle. You may include additional explorers, but do include the six mentioned.

The teams research their explorer, present their findings to their classmates, plan what supplies to take, make decisions, keep diaries, and may create game boards for their classmates to play for review. The students interact in groups, study the What Happened When and Where Chart, discuss the Timeline, complete Enrichment Projects, and may do Optional Activities.

Before the simulation begins

TT TEACHING TIP

Many resources depict the exploration of the Southwest. Use these to create an interesting display.

1. Make bulletin board display.

2. Assemble resource materials.

3. If using Optional Activities assemble needed materials. See Optional Activities recommended for this phase on page 4:3.

4. Duplicate the following:
   - BACKGROUND ESSAY: EXPLORERS (class set)
   - TEAM INFORMATION: CABRILLO (one per student in Cabrillo team)
   - TEAM INFORMATION: CORONADO (one per student in Coronado team)
   - TEAM INFORMATION: CORTEZ (one per student in Cortez team)
   - TEAM INFORMATION: DeSOTO (one per student in DeSoto team)
   - TEAM INFORMATION: DRAKE (one per student in Drake team)
   - TEAM INFORMATION: LaSALLE (one per student in LaSalle team)
   - SUPPLY LIST (class set)
   - DIARY ENTRY (four class sets)
   - EXPLORER INFORMATION CHART (class set)
   - WHAT HAPPENED WHEN AND WHERE CHART (class set)
   - TIMELINE: EXPLORERS (class set)
   - GLOSSARY: EXPLORERS (class set)
   - PRE/POST TEST: EXPLORERS (class sets)
   - ENRICHMENT PROJECTS: EXPLORERS (class set)

Directions for sequencing activities

Getting started

1. Administer the PRE/POST TEST: EXPLORERS. Collect and grade the test.

2. Distribute materials, except the team handouts.

3. Read and discuss the BACKGROUND ESSAY: EXPLORERS, reviewing the map of explorers' trails.

4. Discuss the Supply List form, Diary Entry instructions, and the Explorer Information Chart.

5. Have students study the What Happened When and Where Chart and the Timeline information.

6. Examine the Glossary. Tell students they are responsible for knowing the definitions.

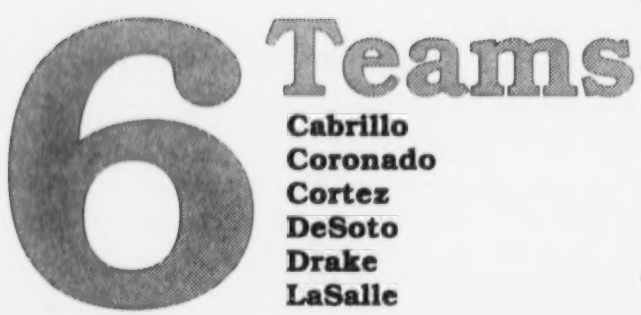
TT TEACHING TIP

The Enrichment Projects are homework. Encourage students to work together on one or more of them.

7. Review Enrichment Projects. Explain to students that they may do one or more of them. If they wish to complete a project that is not listed, have them present it to you for approval.

8. Divide the classroom into six teams, one for each of the explorers: Cortez, Coronado, De Soto, Cabrillo, Drake, La Salle. Give each team their separate Team Information sheets. Go over the directions, making sure students understand that they are to work as a team, but everyone is to do their share.

9. Each team does the following:
   - Elects a leader.
   - Decides each person's role on the explorer's team: captain, priest, soldier, sailor, etc.
   - Reads the Team Information sheet for the team's explorer.
   - Decides how its members are going to report what they have learned to their classmates. Choices are to present an individual report, a panel discussion, or a short play with characters dressed as members of their exploration group.
   - Determines what supplies will be necessary and completes the Supply List.



Basic assignments

1. Teams discuss and decide on solutions for the three decisions and record decisions on their own paper. The teams should try to think about and list the situation from all viewpoints and then make a decision.

2. Construct a game board illustrating the route of their explorer. Set up the games around the classroom. Allow the teams to rotate around the classroom until they have played all the games. Allow a minimum of 15-20 minutes per game.

3. Each student does the following:
   - Studies the WHAT HAPPENED WHEN AND WHERE CHART.
   - Keeps a diary about what it might have been like to have been in the exploration group based on his/her particular identity.

4. After each team member has written his/her diary entries, all team members read one another's entries, looking for interesting events to share with the whole class.

5. Teams make presentations, including supply and situation decisions and interesting information from the diary entries. Class members take brief notes on the separate EXPLORER INFORMATION CHART.

TT TEACHING TIP

Have your students close their eyes and pretend they are explorers. Then say: "How would you do the things that you do today—eat, sleep, bathe? Try to imagine how the explorers did these things."

Enrichment projects

1. Review the Enrichment Projects options. Have students chose what they want to prepare.

2. Students present their Enrichment Projects.

Optional activities recommended for this phase

- Tabletop Display—expand a diorama into a table-top display
- Reader's Theater—dramatize an event in an explorer's life
- Game Board—create a game focusing on explorers
- Game Shows—use to enhance the information in this phase

TT TEACHING TIP

***Note:** Instructions for these activities are given in the OPTIONAL ACTIVITIES section.*

Evaluation

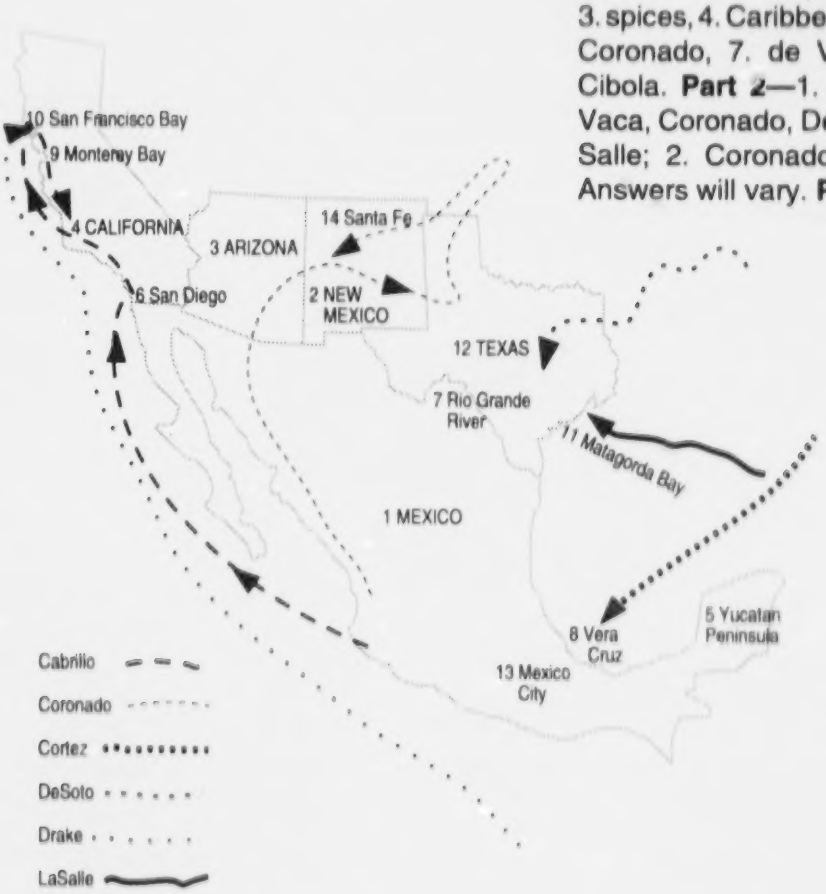
1. Administer the PRE-POST TEST: EXPLORERS again or use a test of your own making.

2. Students close this phase by assembling materials, including tests, projects, and diaries, into a decorated and stapled folder. You may wish to save them for open house, conferences, etc.

3. Evaluate the totality of each student's production to determine what each has gained from this phase of SOUTHWEST.

Answers to PRE/POST TEST: EXPLORERS

Part 1—1. Christopher Columbus, 2. Far East, 3. spices, 4. Caribbean, 5. Mexico, 6. Hernando Coronado, 7. de Vaca, 8. Seven Cities of Cibola. **Part 2**—1. Columbus, de Pinca, de Vaca, Coronado, De Soto, Cabrillo, Drake, La Salle; 2. Coronado, De Soto, de Vaca; 3. Answers will vary. **Part 3**—See map.



Background Essay: EXPLORERS - 1

Spanish cross Atlantic

Early explorers Christopher Columbus was the first European to arrive in the new world and establish permanent settlements. He discovered the Americas in 1492. He didn't know exactly what he had discovered. Because he thought he had discovered India, he called the native peoples Indians.

The Spanish explorers sought a shorter, easier route to the silks and spices of the Far East. When they realized that the Americas were in the way, they searched for gold, jewels, and metals.

They first settled in the Caribbean Islands, building sugar and tobacco plantations. They made slaves of the Indians and forced them to work on their plantations and in their mines. Almost all the Indians died because of cruel treatment and European diseases such as small pox and measles. They had not built up any immunization against these diseases.

Conquering the Aztecs Soon the Spanish learned of other Indian tribes that lived on the mainland. These Indians, the Aztecs, lived in beautiful cities and were very rich. The Spanish sailed to what is now the Yucatan Peninsula and along the coastline of Mexico. Eventually, they landed on the mainland of Mexico.

The Indians greeted them in friendship. Soon, they realized that the Spanish meant to stay, take over the lands, make slaves of them, and force them to believe in the Spanish religion. The Indians fought the Spanish, trying to force them to leave. The Spanish, however, were much too powerful. They had horses and guns. The horses frightened the Indians, who had never seen such animals. The guns allowed the Spaniards to kill the natives from a distance, whereas the Indians were accustomed to one-on-one fighting. Though much, much fewer in number, the .Spanish soldiers easily defeated the Indians. The Spanish also had the help of Indian tribes who were unhappy with the Aztec leader, Montezuma. The Spanish soon controlled all of Mexico. Before long they had conquered the wealthy Inca Indians of Peru, as well.

In 1517, the Spanish viceroy sent Alvarez de Alonso Pineda to map the coastline from what is now Florida to Mexico. He was probably the first Spaniard to see Texas.

Another Spanish explorer, Alvar Nunez Cabeza de Vaca, in 1536, together with three other men, including a black slave, Estaban, staggered into Culican, a small town on the western coast of Mexico. They had been on an expedition trying to colonize Florida.

Background Essay: EXPLORERS - 2

Explorers seek gold

After their ship wrecked along the coast of Texas, they were taken prisoner by the Indians. Following seven years in captivity, they escaped. Crossing Texas, New Mexico, and the southeastern corner of Arizona, they made their way into Mexico.

Searching for gold Until this time the Spanish had not paid any attention to the lands of the Southwestern United States. After hearing da Vaca's report that he had heard of very rich places to the north called the Seven Cities of Cibola, the governor of Mexico immediately sent out a priest, Marcos de Ninza. The Spanish had found great riches in the Aztec and Inca cities. Perhaps the Seven Cities of Cibola were another center for riches. Padre de Ninza didn't find the cities, but said he had seen them from a distance. Perhaps it was simply the sun setting on the adobe houses that caused them to gleam like gold in the sunset.

As a result, the Spanish sent conquistador Francisco Vasquez de Coronado to explore further. Coronado traveled throughout what was later to be called these American states: New Mexico, Oklahoma, Kansas, western Texas and eastern Arizona. In New Mexico he forced the Indians to feed his men and to move out of their homes so his soldiers would have a warm place to spend the winter. The Indians kept sending him farther away in search of the seven cities they knew did not exist. Coronado never found his riches and returned to Mexico empty handed. His cruel treatment of the Indians, however, was a sign of what was to occur later.

In 1542, another Spaniard, Hernando De Soto, attempted to start a settlement in Florida. He explored throughout the Southeastern states. Eventually he discovered the Mississippi River. He died there, but his men continued exploring and traveled through the eastern part of Texas before returning to Mexico.

Far East trade At this time, the Spanish galleons, or large cargo ships, sailed from the west coast of Mexico to the Philippines to get silks and spices. After loading their ships, the Spanish returned to Mexico, where the cargoes were loaded onto carretas and taken to the east coast of Mexico. Reloaded onto ships, the cargo continued to Spain. It was a very profitable situation. The seven- to eight-month voyage across the Pacific, however, was dangerous. Faced not only with storms and rough seas, the sailors often ran low on fresh water and food. With improper food, the sailors became sick with scurvy. The viceroy wanted the crews to have a place to stop and rest and get fresh water. As a result, in 1742, he sent Cabrillo to explore the coastline of California.

Background Essay: EXPLORERS - 3

Settle new territory

Centering their attention on New Mexico and the Rio Grande River, the Spanish established the first El Camino Real. It was a King's Highway in name only as it was really just a trail. In 1598, Juan de Ornate brought settlers and supplies along this trail. They established colonies and missions. Again the Spaniards forced the Native Americans to work for them and to worship their God.

Southwest explored Over the next years, the Spaniards explored New Mexico, Arizona, and Texas and established missions. Only a few settlers arrived. Spaniards had not settled in California; nor had there been any further exploration.

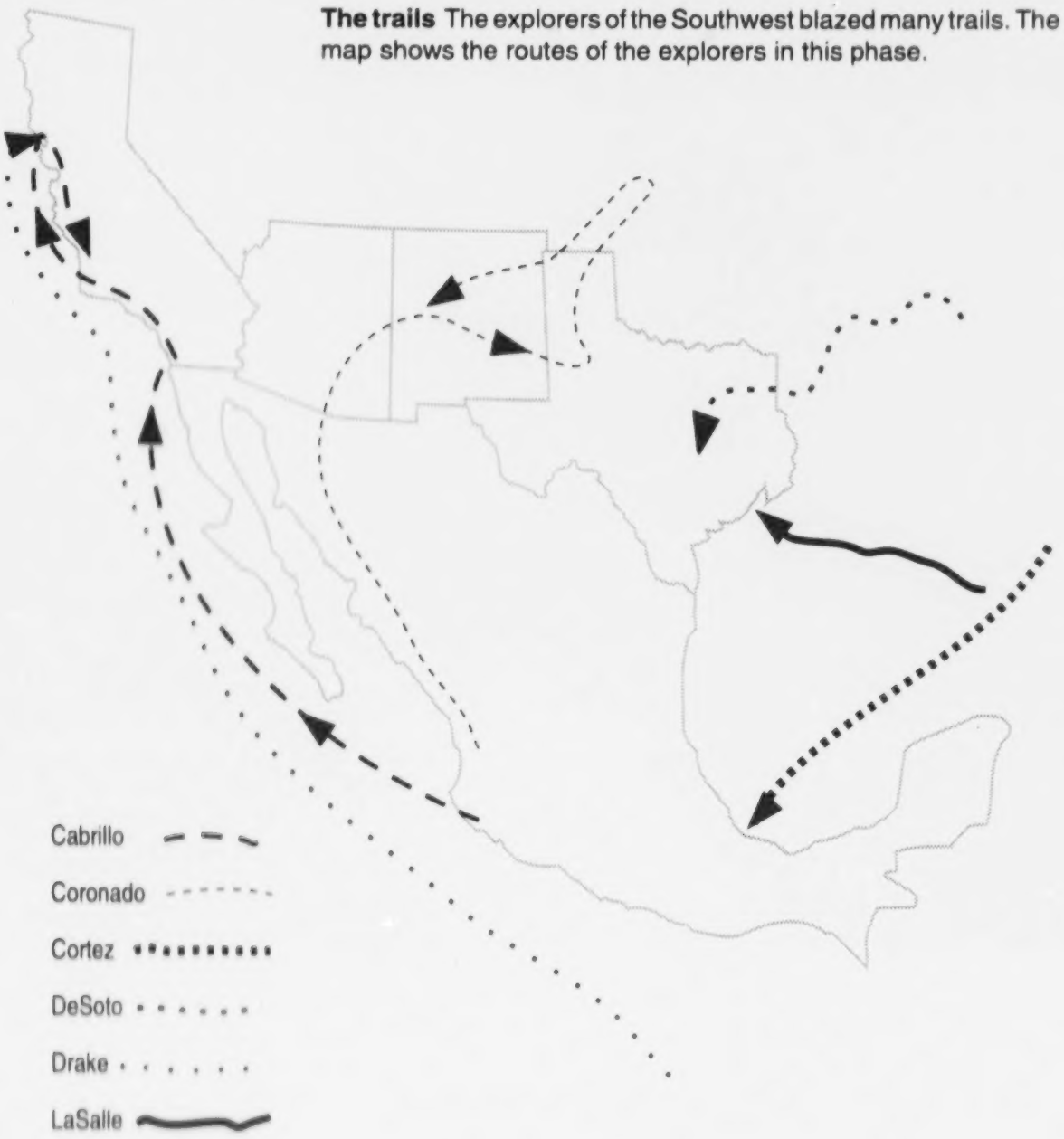
Other European countries became interested in these lands of the Southwest. In 1579, Sir Francis Drake sailed around the tip of South America. He raided towns and ships along the coast. They called him a pirate. He landed in California to repair his ship and claimed the land for England.

In 1684, the French explorer Robert Cavalier, Sieur de la Salle—known as La Salle)—accidentally landed in Texas while attempting to establish a colony along the Mississippi River. His colony did not survive. Hostile Indians killed many of the colonists.

These explorations worried the Spaniards. If they did not hurry and settle these lands, other nations surely would claim them and Spain would lose them forever.

Background Essay: EXPLORERS - 4

The trails The explorers of the Southwest blazed many trails. The map shows the routes of the explorers in this phase.



Team Information: CABRILLO

Cabrillo was the first explorer to see the lands called California. Trying to find a shorter water route to Asia and places to obtain fresh water and food for the galleons, he sailed north from Mexico, following along the coast of Baja, California. On September 28, 1542, he dropped anchor in San Diego Bay. From there his ship continued north to San Miguel Island in the Santa Barbara Channel. Despite an injury in a fall, Cabrillo continued north, keeping his ship close to the coastline.

Rough seas and bad weather forced Cabrillo to return to San Miguel Island. His condition worsened. In his dying request, he asked his men to continue exploring along the coast to try to find at least one sheltered bay. His men did as he asked. They located a small bay, just north of San Francisco, but they missed both Monterey and San Francisco bays. Weak and sick, they returned to Mexico.

Cabrillo's Decision

Spain lost interest in these lands for many years. In 1602, the viceroy sent Sebastian Vizcaino to explore further. He discovered Monterey Bay, reporting that it was an excellent harbor. It wasn't. Again, they missed San Francisco Bay.

More than 150 years passed before Spain seriously set about establishing missions and towns in Alta ("higher") California.

Directions: Determine an answer for each decision.

- ***Decision 1*** Many storms along the California coast made progress slow. It was also difficult sailing against the current. They anchored their ship in San Miguel harbor. Cabrillo seriously injured his leg. Should they turn back?
- ***Decision 2*** They sailed north along the coast, but were unable to locate a good harbor. They returned to San Miguel. Cabrillo, dying from his wounded leg, urged them to try again. Should they do as he asked, or should they return to Mexico?
- ***Decision 3*** The crew sailed north after Cabrillo died. They found Monterey Bay, then reached the present California-Oregon border. The men, sick and dying of scurvy, were running low on food and water. Should they now return to Mexico?

Team Information: CORONADO

The viceroy in Mexico eagerly read the reports of Cabeza de Vaca and Fray Marcos, telling of the Seven Cities of Cibola. He hoped these cities, if they existed, would prove to be as rich as the lands of the Incas in Peru. He sent Francisco Vasquez de Coronado to explore the region and to find the cities.

Led by Fray Marcos, Coronado and his expedition traveled through Arizona and New Mexico. Coronado visited the Pueblo settlements of the Hopi and Zuni tribes in northern New Mexico. Coronado spent the winter in Tiguex, a village in New Mexico on the Rio Grande. He forced the Indians to move out of their homes to provide housing for his soldiers. He also forced them to give him all the corn they had harvested, along with their seed corn for the next year. The next spring, he and his army continued through what is now the panhandle areas of Texas and Oklahoma and into present-day Kansas. Turk, an Indian who had been captured by the Pueblo Indians in New Mexico, led the expedition. His captors had promised him his freedom if he caused Coronado's expedition to become lost in the wilderness. When Coronado discovered the plot, he had Turk killed.

Coronado found many Indian villages, but no golden cities. Although he did not find any riches, his exploration was important because he learned about the lands and people of the Southwest and he claimed for Spain all the lands through which he traveled.

Coronado's Decision

Directions: Determine an answer for each decision.

- ***Decision 1*** After the expedition was unsuccessful in finding any gold where Fray Marcos said it would be at Tiguex, should Coronado continue on to Quivira, the Indian settlement in Kansas? Turk said the Seven Cities of Cibola were located there. Should he trust Turk and travel farther north?
- ***Decision 2*** After they had wandered for more than 30 days across hundreds of miles of barren land, Coronado learned that Turk had lied when he said the Seven Cities of Cibola were at Quivira. What should Coronado do with Turk?
- ***Decision 3*** Coronado returned from Quivira to Tiguex to stay for the winter. The next spring Coronado wanted to return to Mexico. He was tired of looking for gold. If Coronado did return, he would do so in disgrace because he had not found the Seven Cities of Cibola or any gold or silver. The viceroy would be very angry. He might even put Coronado in prison. Should he keep looking?

Team Information: CORTEZ

Hernando Cortez, the son of wealthy parents, was born in Spain. As a young man he was restless. In 1504 he sailed for the New World.

He found there a life he enjoyed. By meeting people in high government offices, he acquired a large sugar cane plantation on the island of Cuba. He became very wealthy. This, however, was not enough to hold his interest. When he heard of the rich Indian cities on the Mexican mainland, he mortgaged his plantation and, in 1519, assembled an army of more than 500 soldiers and 11 ships, and sailed to Vera Cruz. He sank all but one of his ships so that his men would not be able to return to Cuba. He met a shipwrecked Spanish priest and the beautiful daughter of a Mayan chief. They served as his interpreters.

Other tribes living in Mexico did not like the rule of the Aztec leader, Montezuma, who lived in Tenochtitlan, now known as Mexico City. They joined with Cortez to overthrow Montezuma. Many bloody battles and broken promises filled the trip across Mexico to the capital. In the end, the Spanish forced the Indians of Mexico into slavery, destroyed their highly organized way of life, tore down their cities to make way for Spanish cities, and banned their religion. The Spanish remained and established a new way of life.

Cortez's Decision

Directions: Determine an answer for each decision.

- ***Decision 1*** The viceroy, Velasquez, sent Cortez to search for two explorers—Juan de Grijalva and Cristobal de Olid—who had not returned. Cortez, however, choose to get more men and ships and go off on his own in search of the riches he had heard about from the Indians. Was this a wise decision?
- ***Decision 2*** Cortez's men were unhappy and talked of mutiny. They threatened to return to Cuba. Cortez considered sinking all his ships, save one, which he would send back to report to the viceroy. If he did so, his men would be stranded in Vera Cruz and forced to remain in Mexico. Should he sink the ships?
- ***Decision 3*** The hundreds of thousands of humans sacrificed by the Aztecs to pacify their gods horrified Cortez and his men. Cortez destroyed the Aztec temples and forbid the Indians to worship their gods. Cortez forced the Indians to accept Christianity, the Spanish religion. Was this right?

Team Information: DE SOTO

Hernando De Soto was a wealthy Spanish plantation owner in Cuba. He wanted to explore Florida, find gold, and establish a settlement. De Soto mortgaged his plantations to get the money to outfit an expedition. In May 1539, he landed in Tampa Bay with 600 soldiers.

He marched north to an Indian town called Apalache. He and his expedition crossed the Savannah River, following it to the Blue Ridge Mountains. In the mountains near Mavilla along the Alabama River he fought a war with an Indian tribe. His troops suffered heavy losses, but won the battle.

Turning northwest, De Soto continued his search for gold. In May 1541, he reached the Mississippi River near present-day Memphis. They crossed the river and explored the Ozark Mountains in Arkansas. When they returned to the Mississippi River, De Soto died of a fever. They weighted his body and buried it in the river.

His men continued into Texas. They built crude boats and floated down the Mississippi River. Despite Indian attacks, the men reached Tampico in Mexico.

De Soto's Decision

Directions: Determine an answer for each decision.

- ***Decision 1*** After De Soto's arrival in the New World, he went to Peru with Pizarro. There, they tricked the ruler of the Incas, Atahuala, into giving them a room full of gold. Then they killed him. De Soto became very wealthy. He used his money to outfit his trip to Florida. Were they right to trick and kill Atahualpa?
- ***Decision 2*** De Soto and his men met a Creek Indian princess. She gave them food and pearls. De Soto wanted to continue exploring and searching for gold. He could not go on as he badly needed men to carry his supplies. He asked the princess to help. She said no because her people did not wish to go with them and be slaves. He held the princess captive, placed the Indians in chains, and forced them to carry the loads. Was this right?
- ***Decision 3*** When they came to the Mississippi River, the men built boats and crossed the river. They were very thin from hunger; many had died. De Soto developed a fever and died. He had made his men promise to bury him in the Mississippi River so the Indians wouldn't know the party's leader was dead. His men also promised to continue searching for gold. After he died, they buried him in the river. Should they continue exploring or return immediately to Mexico?

Team Information: DRAKE

When Francis Drake, an Englishman, learned of the Spanish galleons and their treasures, he set out to capture them. Because England and Spain were enemies, the English wanted the wealth these Manila Galleons carried. Drake sailed south around the tip of South America on his ship, the *Golden Hind.* When he found ships or towns, he stopped, attacked, and robbed them. As he was sailing for Elizabeth, the queen of England, he was a hero to the British. The Spanish, however, called him a pirate.

Near Point Reyes, north of San Francisco, the *Golden Hind* needed repairs. The Spanish warships were in pursuit. Drake hid in a nearby bay for a few weeks repairing his ship and trading with the friendly Indians.

His chaplain wrote that Drake nailed a brass plate to a tree claiming the land for England. A brass plate was found in the 1930s. Was it a fake or was it the original? Scientists tested the plate and declared it was not the original. Where did it come from? Who put it there?

Drake's presence in California caused the Spanish to worry about holding their lands. As a result, they began establishing settlements and missions.

Drake's Decision

Directions: Determine an answer for each decision.

- ***Decision 1*** Thomas Doughty, a close friend, commanded one of Drake's ships. He wanted to return to England with the wealth they had acquired. He attempted to organize the men to mutiny against Drake. The punishment for mutiny on the high seas was death. What should Drake do?
- ***Decision 2*** Drake and his men raided ports and ships along the South American coast and gained a great deal of wealth. Should they start home or continue exploring along the west coast of North America? There were no ships or towns to raid farther north, but their ship needed repairs and the Spanish were pursuing them. Perhaps they could find a protected bay farther north. They would have to throw cargo and riches overboard. Was it a wise decision to go north?
- ***Decision 3*** Drake and his men were getting tired of being away from home and wanted to return to England. What route should they take? If they retraced their route, the Spanish would be waiting for them. If they headed west across the Pacific they would be sailing into vast unknown waters and might run into Spanish or other ships in the East Indies. What should they do?

Team Information: LA SALLE

Explorer Robert Cavelier Sieur de La Salle was born in Rouen, France. At age 23 he sailed for New France in Canada to become a fur trader. At his trading post near Montreal, he heard the tales the Indians told of a great river that flowed to the sea. La Salle sold his trading post and sought this great river.

He explored southward into the Ohio River Valley, along Lake Michigan, and into the Illinois River Valley. Despite many difficulties, he continued until he discovered the Mississippi River. He claimed the river, and the land around it, for King Louis of France.

In 1684 he sailed from France to start a colony at the mouth of the Mississippi River. On his four ships, he carried more than 200 colonists and many supplies. By mistake, they landed at Matagorda Bay in Texas. The ship's captain, eager to return to sea, left La Salle and his party there.

La Salle realized the mistake and set off with a small group of men to find the Mississippi. One of his party, angered because they had not landed in the correct spot, shot La Salle in the chest. He died of his wound.

Mexican soldiers later found where the settlement had been. Unfriendly Indians had killed some of the settlers; others had died of starvation.

With the possibility of a French settlement in Texas, the Mexican government felt it must establish missions, presidios, and pueblos to protect its lands.

La Salle's Decision

Directions: Determine an answer for each decision.

- ***Decision 1*** If La Salle wanted to explore along the Mississippi River, he would have to sell his successful trading post in Montreal to get money for supplies. Should he do this?
- ***Decision 2*** Imagine that you were very poor and lived in France during La Salle's time. If you heard of his plan to start a new settlement in Louisiana, would you have joined him? If you went with him, you would get free land, clothes, animals, and money to start your new life. What would your decision be?
- ***Decision 3*** The ships unloaded La Salle and his settlers on land in Matagorda Bay in Texas. The settlers were very tired and discouraged. Many were sick. La Salle could either leave the settlers at Matagorda Bay to rest and start a new settlement while he and a few men continued to search on foot for the mouth of the Mississippi River, or he could take the entire group with him. What should he do?

SUPPLY LIST

Directions: Explain in spaces below the supplies your group will need—based on how you are travelling and where you are going. If you do not plan to take a listed item, how do you plan to get it? Other groups will examine this SUPPLY LIST and likely make suggestions.

Exploration group: _____

Method of travel: _____

Number of persons in your party: _____

Names of people in your party: _____

_____

- **Water**
- **Staple food**
- **Animals for food**
- **Horses to ride**
- **Wagons**
- **Clothing**
- **Weapons**
- **Medical supplies**
- **Tools**
- **Items for bartering or as presents**
- **Other**
- **How do you plan to prepare the food your party will need?**

DIARY ENTRIES

Your name:

_____

Your expedition: _____

Your position: _____

Directions:

- Write five entries in your diary—one for each of the most interesting or most important days of your expedition.
- Give each day's entry a heading with the date and your group's location.
- As you write, explain why you were fascinated, frightened, or excited by what you saw and did on each day.
- Write in **specific details** that will make *pictures* in your readers' minds. (How do you make pictures in your readers' minds? You use *vivid* language that makes your sentences come alive. For example, instead of writing "the hills were *pretty*," you might write "the hills *shouted with green grass.*")
- Once each member of your group has written all five entries, you will read one another's entries. You will look for the most interesting parts of members' diaries. Then you will suggest which parts the authors should read to the class. ***Note:*** *Everyone will read something to the whole class.*
- Do the neatest and most historically accurate job you can. *Good luck!*

EXPLORER INFORMATION CHART

Directions: Fill in answers to these questions as explorer teams make their presentations. If any speaker is unclear, politely ask him/her to repeat and amplify. You may take notes on another sheet of paper if you wish and then copy answers more clearly in the spaces below at a later time.

Explorer:

1. For what country did this explorer explore?

2. How did he and his expedition travel?

3. Whom did he take with him?

4. What supplies did his group need for their trip?

5. What route did his expedition take?

6. Why did he go on this expedition?

7. What problems did he likely face?

8. Was his trip successful? Explain.

9. What did you learn about his life before this trip?

10. What did you learn about his life after this trip?

11. Did you get any clues about what kind of person this explorer might have been?

Evaluation of group's presentation:

- What did you like about this group's presentation?

- What would have made this group's presentation better?

WHAT HAPPENED WHEN AND WHERE CHART (1500s-1600s)

Mexico	Arizona	California	New Mexico	Texas	United States
1500s					
1519 Pineda Cortez			1528 de Vaca	1528 de Vaca	
	1539 Friar Marcos de Niza				
	1540 Coronado		1540 Coronado	1540 Coronado	
		1542 Cabrillo		1542 De Soto	
		1579 Drake			
			1581 El Camino Real		
					1585 Raleigh settles Roanoke, Virginia
1588 English defeat Spanish at sea			1598 Onate starts settlements		
1600s					
		1602 Viscano			
			1610 Peralto establishes Santa Fe		1607 Jamestown
					1620 Pilgrims land at Plymouth
			1680 Pueblo uprising		
				1682 Mission at El Paso	
				1685 LaSalle	
	1692 Kino establishes missions		1692 Vargas recaptures New Mexico	1690 Missions in E. Texas	

Timeline: EXPLORERS - 1

Note: *In this Timeline, events happening elsewhere in the world are italicized.*

1492 Columbus discovered the island of Hispanola in the New World.

1497 John Cabot made the first voyage to North America for England. Pedro Alvares Cabral reached what is now Brazil.

1513 Ponce de Leon of Spain began exploring Florida, seeking the Fountain of Youth.

1519 Alonso Alvarez de Pineda explored and mapped the Gold Coast from Florida to Mexico. (He is believed to be the first white man in Texas.) Cortez set sail from Cuba for New Spain and conquered the Aztec Indian tribes. *Ferdinand Magellan commanded the first voyage around the world.*

1528 Alvar Nunez Cabeza de Vaca survived shipwreck, landed on the Texas coast, arrived northwest New Spain, and told stories of the Seven Cities of Cibola.

1532 Francisco Pizarro invaded Peru and conquered the Inca Empire.

1534 Jacques Cartier of France became the first European to reach the Gulf of St. Lawrence in Canada.

1535 Spaniards set up army posts throughout Mexico, and their priest built churches to convert the Indians to Roman Catholicism. The Spanish priests crushed the Indian religions, destroyed the temples, and baptized thousands of Indians.

1539 Marcos de Niza, a Franciscan friar, became the first white man definitely known to have entered Arizona. The viceroy of Mexico sent him to find the Seven Cities of Cibola.

1540 Francisco Vasquez Coronado, looking for the fabled Seven Cities of Cibola, led an expedition into the Arizona, New Mexico, and west Texas region and claimed the land for Spain.

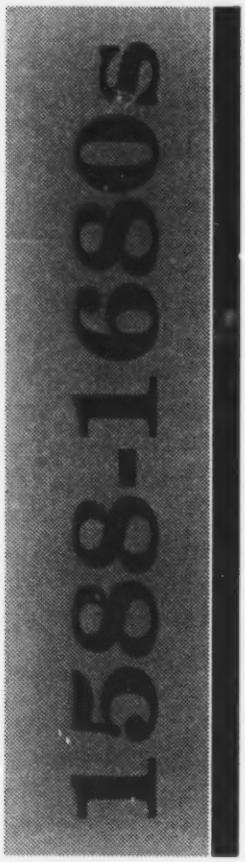
1542 Hernando De Soto's expedition explored part of east Texas and claimed the land for Spain. Juan Rodriquez Cabrillo, a Portuguese ship captain, entered and explored San Diego Bay.

1579 Sir Francis Drake sailed around the world. He stopped in a bay north of the present city of San Francisco to repair his ship and claimed California for the queen of England.

1581 El Camino Real from Chihuahua, Mexico, to Santa Fe, New Mexico, was established.

1585 Sir Walter Raleigh tried unsuccessfully to establish a permanent British settlement in America at Roanoke.

Timeline: EXPLORERS - 2



1588 *Royal Navy of England defeated the Spanish Armada. England now commanded the seas.*

1598 Juan de Onate founded the first permanent Spanish colony at San Juan de los Caballeros near the Chama River in New Mexico. Franciscan missionaries came with Onate to convert the pueblo to Christianity.

1602 Sebastian Vizcaino sailed along the California coast to find a good harbor. He urged Spain to colonize California.

1607 *About 100 colonists founded Jamestown, the first permanent British settlement in North America.*

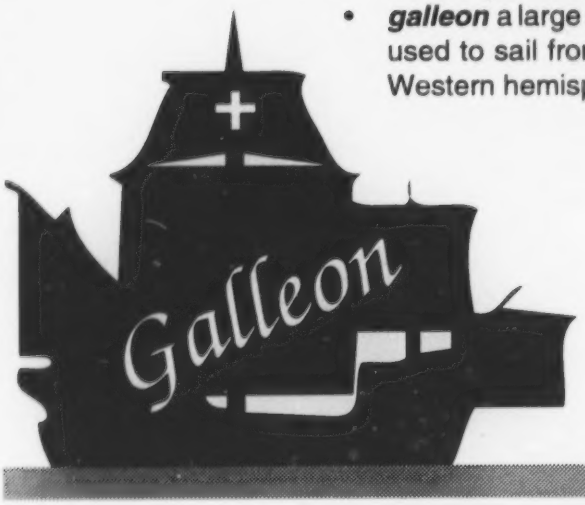
1620 *The Pilgrims founded Plymouth Colony, the second permanent British settlement in North America.*

1685 Robert Cavalier, Sieur de la Salle (known as La Salle), a Frenchman, accidentally landed at Matagorda Bay in Texas. He founded a colony there.

1680s Spanish padres began establishing missions in Texas, New Mexico, and Arizona.

Glossary: EXPLORERS

- ***burro*** a small donkey, often used as a pack animal
- ***caravan*** a group of wagons traveling to some far place; people traveled together for safety
- ***colonial*** buildings, objects, and people of a colony
- ***conquer*** to acquire something by force; to defeat
- ***conqueror*** the leader of the group who acquires something by force
- ***conquest*** the act of conquering
- ***conquistador*** the Spanish word for conqueror
- ***expedition*** a trip that is made for a special reason, usually to find or explore a certain place
- ***explorer*** a person who travels to unknown lands
- ***frontier*** the farthest part of a settled country, next to lands that are not yet settled
- ***galleon*** a large sailing ship; a Manila Galleon is a ship that was used to sail from Manila in the Philippines, to Mexico in the Western hemisphere



- ***hostile*** unfriendly, opposed
- ***padre*** Spanish word for father; used to name a priest of the Catholic Church who established the missions
- ***plantation*** settlement in a new country or region usually planted in a particular crop such as cotton
- ***plunder*** to take something by force, theft, or fraud; loot
- ***priest*** a person authorized to perform religious rites; clergyman
- ***routes*** the paths followed
- ***scurvy*** an illness caused by inadequate diet
- ***settlement*** colony, place where people built their homes with the idea of remaining

Pre/Post Test: EXPLORERS - 1

Name _____

Part 1

Underline the correct word shown in the parentheses to complete these sentences.

1. The first European to arrive in the New World and establish a permanent settlement was (Sir Francis Drake, George Washington, Christopher Columbus).
2. The explorers were looking for a new route to (Far East, America, Europe).
3. The explorers wanted this route in order to get (chocolate, uranium, spices).
4. The Spanish first settled on the islands of (Hawaii, Caribbean, South Seas).
5. The Spanish then conquered the natives of (Peru, Mexico, Santa Fe).
6. The explorer (Alvarez de Pinca, Ponce de Leon, Hernando Coronado) was sent to map the coastline from Florida to Mexico.
7. (De Vaca, Viscaino, Drake) was an explorer who had been shipwrecked, held hostage by the Indians, escaped, and was the first to travel across Texas and New Mexico.
8. Coronado was sent to look for the (Inca cities of Peru, the Mount Builders, the Seven Cities of Cibola).

Part 2

1. Number these explorers in the order they made their famous expeditions or voyages.

   _____ Cabrillo
   _____ Drake
   _____ La Salle
   _____ Coronado
   _____ De Soto
   _____ Columbus
   _____ de Pinca
   _____ de Vaca

2. Which of the above explorers traveled by land: _____
   _____ _____

3. What was so important about spices that the explorers were willing to risk their lives to find them? _____
   _____

Pre/Post Test: EXPLORERS - 2

Part 3

Show the routes of these six explorers on this map using the symbols shown. Your classmates will show you the routes when they give their presentations.

Cortez (---) De Soto (+++) Coronado (...) La Salle (===) Cabrillo (——) Drake (///)

Put the number of each of these places on the map where the places can be found.

1	Mexico	8	Vera Cruz, Mexico
4	California	11	Matagorda Bay
7	Rio Grande River	14	Santa Fe
10	San Francisco Bay	3	Arizona
13	Mexico City (Tenochtitlan)	6	San Diego
2	New Mexico	9	Monterey Bay
5	Yucatan Peninsula	12	Texas

Enrichment Projects: EXPLORERS

Instructions: Choose one or more of the following activities to complete during this phase. You may work with a friend or two. Your teacher may expect you to do these activities as homework or may give you time to complete them in class.

Phase 3 project choices

If you wish to undertake a project not listed here, talk it over with your teacher.

- Make a model of a Spanish or English sailing ship of the time. Make one from scratch or put together a commercial model.
- Write a report on the clothing of the people involved in the exploration. Explain why they dressed as they did.
- Design a mural of an important event (e.g., Montezuma and Cortez meeting for the first time).
- Trace a map of the western hemisphere. Show the route(s) of another explorer (e.g., Balboa, Cermenho, Pizarro) with dates of exploration.
- Write a story for a Reader's Theater presentation (e.g., an Indian telling Coronado of the Seven Cities of Cibola).
- Research sea otters, whales, and seals and write a report on their importance to sailors.
- Write a report on what the various explorers might have eaten, where they got the food, and how it was cooked.
- Create a glossary of Spanish words and phrases along with their English translations.
- Research the various knots sailors used. Create samples of these knots and display on a poster.
- Using the glossary words in this phase, create a simple crossword puzzle. Duplicate for your classmates to work.
- Research the Pacific Ocean currents. Explain their affect on shipping.
- Write a report on leisure-time activities aboard a sailing ship. Teach a song or dance to your classmates.

How to write a project summary

1. All projects, regardless of type, require a "summary" sheet which should be constructed as follows:

   Title

   Name
   Class Name
   Teacher's Name
   (Write a paragraph of six to 10 sentences which describes the **purpose** of the project and **what** it generally is about.)

   Note: *The name can be either your name or your team's name depending on whether this is an individual or group project.*

2. Attach this summary to your work.

Introduction to Phase 4: Missions/Settlements

During this phase, students learn about the establishment of Spanish missions and settlements. They produce a play, "The Call of the Bells," about a day at a typical mission. Everyone in the class should have a speaking part in the play and should help with the sets, props, and costumes.

TT TEACHING TIP

If you have video equipment available, we strongly recommend you have the class make a videotape of the production.

As in the other phases, students discuss the WHAT HAPPENED WHEN AND WHERE CHART and Timeline. Since there is quite a bit of work involved in producing the play, particularly if you are doing it as a TV show, you might have students do the Enrichment Projects as extra-credit only. Students may participate in Optional Activities.

Before the simulation begins

1. Make bulletin board display.

2. Assemble resource materials.

3. If using Optional Activities assemble needed materials. See Optional Activities recommended for this phase on page 5:3.

4. Duplicate the following
   - BACKGROUND ESSAY: MISSIONS/SETTLEMENTS (class set)
   - SCRIPT: THE CALL OF THE BELLS (12 copies—one for each major character)
   - MISSION INDIAN JOB INFORMATION CARDS (duplicate on heavy paper; cut apart and give one to each student playing a mission Indian)
   - CREATING A VIDEO (class set)
   - WHAT HAPPENED WHEN AND WHERE CHART (class set)
   - TIMELINE: MISSIONS/SETTLEMENTS (class set)
   - GLOSSARY: MISSIONS/SETTLEMENTS(class set)
   - PRE/POST TEST: MISSIONS/SETTLEMENTS (class set)
   - ENRICHMENT PROJECTS: MISSIONS/SETTLEMENTS (class set)

Directions for sequencing activities

Getting started

1. Administer the PRE/POST TEST: MISSIONS/SETTLEMENTS. Collect and grade the test.

TT TEACHING TIP

Encourage your students to imagine what courage it took to leave a known circumstance and relocate in an undeveloped area.

2. Distribute handouts, except the script and job cards.
3. Read and discuss the Background Essay, particularly in reference to mission locations and mission layout.
4. Go over the WHAT HAPPENED WHEN AND WHERE CHART and Timeline. Discuss the events of this phase.
5. Review Enrichment Projects. Explain to students that they may do one or more of them. If they wish to complete a project that is not listed, have them present it to you for approval.

Basic assignments

1. Introduce the play script and describe the play and its characters, generally.

TT TEACHING TIP

To minimize any problems here, once a decision is made, it should be final.

2. Decide who is going to do which part. Assigning the roles can be very difficult. You might want to try one of these methods:
   - Students can write the part they would like to have on a piece of paper, explaining why they want that part.
   - Students interested in playing the major roles could audition. Their classmates could jot down on a piece of paper the names of those who they feel would best do the parts.
   - Choose the students to play the roles, based on your knowledge of the student.
   - Students can draw cards for the minor parts. They might bargain with each other for parts or, if two students want to exchange roles, they may do so.
   - Chose understudies for the major speaking roles.
3. After assigning the roles, distribute and read scripts to the major characters and job information cards to the students playing Indians. Allow the priest to have a script; encourage all other players to memorize their part.

TT TEACHING TIP

If the play and/or the tape come out particularly well, consider a presentation to parents, another class, or the PTA.

4. Walk through the play once. Have students determine what sets, props, and costumes are needed. Discuss any special lighting or camera problems.

5. Give the students time to create their sets, assemble the props and costumes. (If using video, the camera people will need to practice using the video equipment.) Actors should practice their lines.

6. Present the play. (If presenting the play to anyone other than the class or if videotaping it, schedule a dress rehearsal to iron out any problems.)

7. Have students discuss what the play has taught them. If you have videotaped the production, allow students to see the tape before discussing it.

Enrichment projects

1. Review the Enrichment Projects options. Have students chose what they want to prepare.

2. Students present Enrichment Projects.

Optional activities suggested for this phase

TT TEACHING TIP

***Note:** Instructions for these activities are given in the OPTIONAL ACTIVITIES section.*

- Adobe Bricks/Missions Model—an exciting art project
- Candles—adult help is required for this project
- Murals—historic events come alive using this art form

Evaluation

1. Administer the PRE/POST TEST: MISSIONS/SETTLEMENTS.

2. Students close this phase by assembling all materials into decorated and stapled folders.

3. Evaluate what students have learned during this phase.

Answers to Pre/Post Test: MISSIONS/SETTLEMENTS.

Part 1—1. Juan de Onate; 2. Kino; 3. Pueblo; 4. Alamo; 5. Serra; 6. Anza; 7. Apache; 8. bells; 9. King's Highway; 10. France, Russia, England. **Part 2**—1. b; 2. d; 3. e; 4. a; 5. f; 6. c.

Background Essay: MISSIONS/SETTLEMENTS - 1

Explorers claim land

Early expeditions Spain was worried by foreign expeditions into the New World. Francis Drake had claimed land in California for England; La Salle had attempted to start a settlement in eastern Texas and claimed that land for France. The northern coastal lands of California drew Russia's interest. This was 150 years after the early Spanish explorers had visited these lands. Yet only a very small number of people had made their homes in the Southwest. None had settled in California.

In 1581, El Camino Real, or The King's Highway, was established through the wilderness from Chihuahua, Mexico, to Santa Fe, New Mexico. It is the oldest road in the United States. After Hernando Coronado's exploration, padres and soldiers such as Fray Rodriguiz and Captain Sanchez traveled north into the lands of the Pueblos. They found no gold, but their reports convinced the leaders in Mexico that colonies should be started as soon as possible.

First Spanish settlement Juan de Onate established the first permanent Spanish settlement at San Juan de los Caballeros near the Chamas River in New Mexico. Priests traveled with Onate to establish missions. The Spanish wished to convert the Indians to their religion. Onate and the missionaries treated the Indians very harshly, forcing them to accept the Spanish Christian religious beliefs.

Eusebio Kino, a Jesuit priest, established his missions in the Santa Cruz and San Pedro valleys of Arizona in the late 1600s. He traveled throughout Arizona. Kino proved that Baja California was a peninsula, not an island as those in Mexico City believed. Arizona at this time was part of the New Mexican territory.

Governor Pedro de Peralta established the village of Santa Fe in 1610. The Palace of the Governor was built. It stands today—one of the oldest government buildings in the United States.

Indians revolt In 1680 the Pueblo Indians revolted against the settlers and missionaries who had forced them to do their work and had treated them so cruelly. The Indians united under the leadership of a medicine man called Pope. They drove the Spaniards out of Santa Fe, south to Ysleta near El Paso. This area later became part of Texas. In 1692, Governor Diego de Vargas reconquered New Mexico for Spain. The settlers returned; this time to stay.

Background Essay:
MISSIONS/SETTLEMENTS - 2

Priests build missions

For more than 125 years the area served as little more than a Spanish outpost. Few new people came into the area. The Spanish and the Indians lived in relative peace.

Missions established With the English, French, and Russian interest in these lands, Spain realized it must have settlements there to protect its interest. Soon after the Pueblo uprising, the Franciscans established the first mission in east Texas. The mission at San Antonio de Bexar (San Antonio, Texas) followed. A fort, built there in 1718, protected the mission. By 1731 more than 90 expeditions were sent into Texas to establish missions and forts to protect them. These expeditions went throughout east, central, and southwestern Texas.

In 1751, in what is now Arizona, the Spaniards established mines to provide ore for the residents in Mexico City. They forced the Indians to work in the mines. The Indians revolted against the Spaniards. With their greater strength and experience in warfare, the Spanish easily put down these revolts. Nevertheless, in 1754, soldiers built a military garrison at Tubac, Arizona, to protect themselves from Indian attacks. This became Arizona's first white settlement.

Serra expedition With settlements and missions established in New Mexico, Texas, and Arizona, the Spanish turned their attention to California. Two land companies, one led by Captain Gaspar Portola and Father Junipero Serra, set out on foot, traveling north from the Baja Peninsula into Alta California. Ships had sailed north a few months previous. All were to meet in San Diego, where they would establish a mission. One ship was lost at sea; the crew of another ship became so ill with scurvy they could not put ashore when they arrived in San Diego.

Serra remained in San Diego to establish the mission while Portola traveled north to find Monterey Bay. He missed it and returned to San Diego to wait for the supply ship. After the ship arrived, Portola and Father Serra departed San Diego—Father Serra by sea and Portola by land. They successfully found Monterey Bay and established Mission San Carlos Borromeo.

During the next 50 years, 21 missions were established in California. They were built a day's journey on foot from each other along another El Camino Real.

Background Essay: MISSIONS/SETTLEMENTS - 3

Many Indians suffer

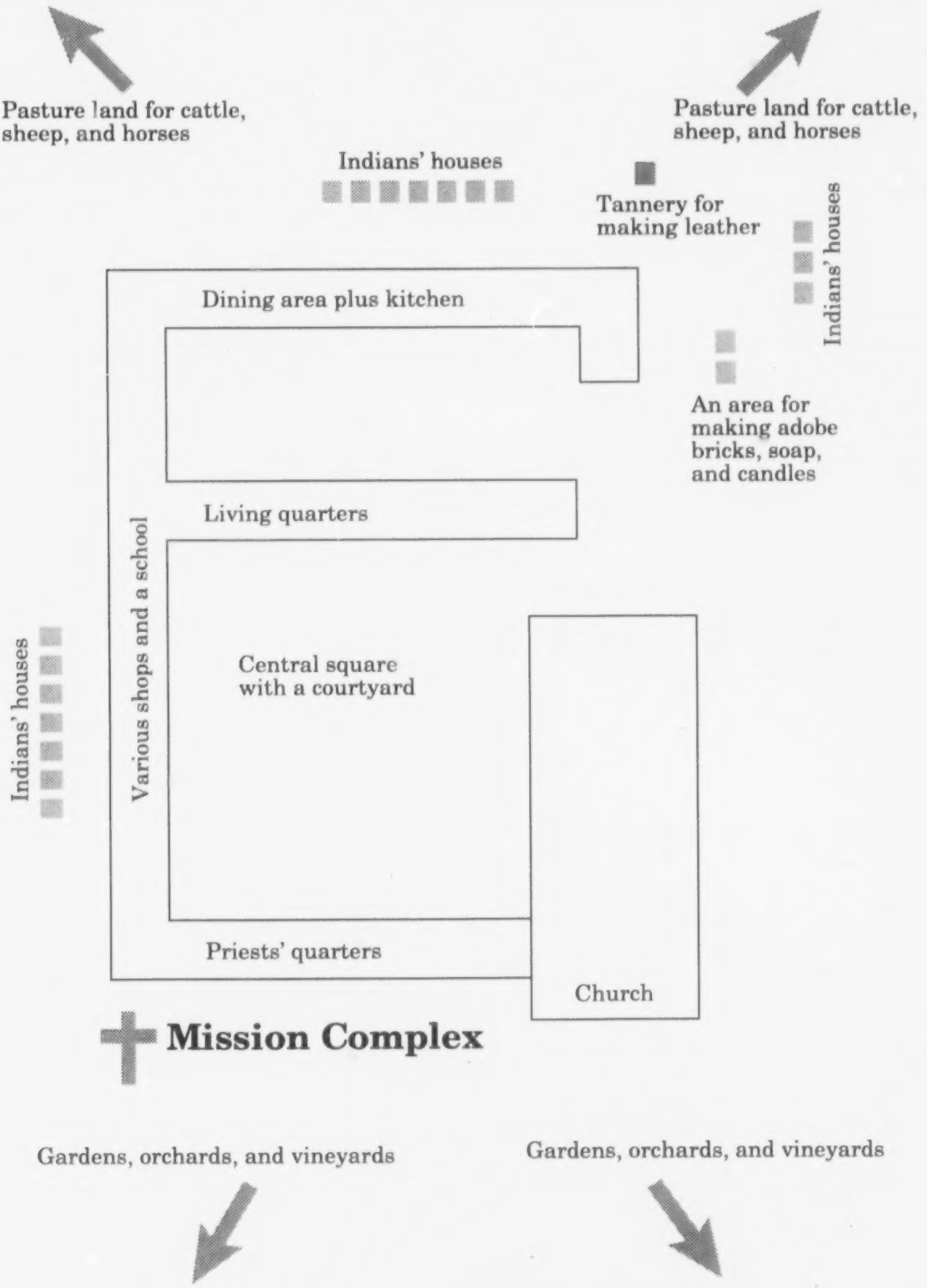
Anza crosses desert In 1776, as the colonists on the east coast were declaring their independence from England, Colonel Juan Bautista de Anza led a group of settlers across the desert to settle in California. His men, women, and children arrived safely. Other groups, following his route in later years, found the Indians had become unfriendly. Consequently, this difficult route was discontinued. Some going to California traveled by ship; others made the journey through the mountainous, dry Baja Peninsula. Meanwhile, the same year, Tucson was established. It was built to protect the soldiers and their families from raids by the Apache Indians.

Indians' unhappiness Slowly the missions, presidios, and pueblos were being established throughout the Southwest. In the beginning, the Indians greeted the newcomers with friendship. The missions, their music, art, religious services, and new ways fascinated many Indians. They willingly became Mission Indians—perhaps more readily in California than in the other southwestern states. The Indians, however, soon realized that the white man came to take over their lands forever. With no wages or freedom, many Indians became tired of the hard work at the mission. They longed for the days before the white man came when they could go about their easy-going daily life and worship as they had for thousands of years. It was, however, too late. The Spanish had arrived and planned to remain.

Even worse were the diseases that the white man brought. The Indians were not able to fight off these diseases. Eventually nearly two-thirds of the Indians died. Many Indians rebelled, but it was futile. The Spanish, with their horses, guns, and training in warfare, were much too powerful. The Indians never regained their lands. They now belonged to the Spanish.

The mission complex The layout of a mission complex on the following page is based on a three-dimensional drawing in a textbook about California. Check illustrations in other books to become more familiar with the various layouts used at the missions.

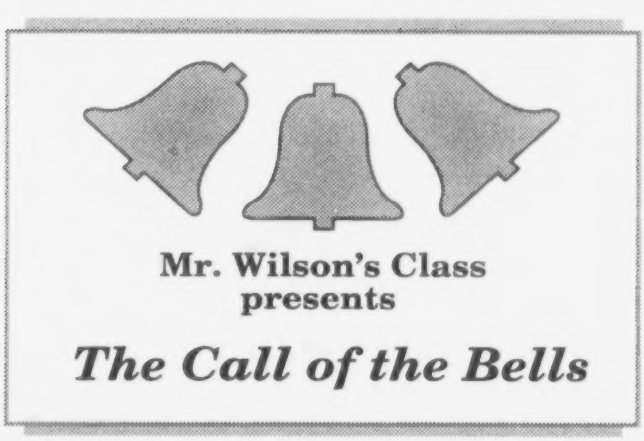
Background Essay: MISSIONS/SETTLEMENTS - 4



CREATING A VIDEO

You have been assigned to use a camcorder or some other video camera to videotape *The Call of the Bells* performance. Here are a few suggestions to consider:

1. Be sure you understand how to use the controls of the camcorder or video camera you will use. *(If necessary, consult the manual that comes with the camcorder or camera. Or you also may wish to talk with someone who is familiar with the recording device.)*
2. Be sure you place the camcorder or video camera on a tripod while you are recording. The result will be a much better image that does not jump around and make your audience seasick.
3. If possible, practice using the camera in the actual room where the play will be presented.
   a. The camcorder or video camera will likely have a zoom lens. *Use it sparingly.* When you do use it, zoom in and out *slowly and smoothly* so that viewers do not feel they are on a roller coaster.
   b. The zoom lens allows you to vary the amount of the scene in your image—without your having to move the camcorder or camera, the tripod, and yourself. You will want to have wide-angle scenes, middle-range scenes, and close-ups.
   c. Learn to pan slowly and smoothly. (Panning is turning the camera to the left or right to follow action in the scene.)
4. Carefully study a copy of the script of *The Call of the Bells.* Decide how best to photograph certain key moments. If another person has been assigned to help you, work with her/him to plan how to do your best job.
   a. Make an introductory title on an appropriate piece of paper or tag board and film it the day before the actual presentation—if you possibly can.
   b. Consider adding some background music to play before the opening scene and while you film the closing panel. (See 4c below.)
   c. Make a closing panel(s) on an appropriate piece of paper or tag board. Include the names of your teacher, the actors and actresses, any set designers, and—of course—your film crew.



Captain of the presidio

The captain of the presidio directed the soldiers assigned to the missions. He often disagreed with the padres about who should make the decisions concerning the missions and how the Indians should be treated. He and his men were also responsible for returning Indians who had left the mission.

Soldiers

The soldiers protected the missions and the settlements, or pueblos, from attack by Indians and foreigners, which seldom occurred. Each mission had from two to 12 soldiers assigned to it.

It was a lonely, boring job, because there was little for them to do. The soldiers spent much of their time playing cards, gambling, marching, and taking care of their gear.

They lived in barracks at the mission or in the presidio. In later years, when they brought their wives and children, they lived with their families in separate quarters at the pueblo.

Trader—supply wagon trains (Texas, New Mexico, Arizona)

Traders were often the only contact the early settlers had with Mexico. Their infrequent visits were a time of great excitement. They not only brought the items the settlers needed, such as food, cloth, weapons, tools, and religious items, they also brought news of what was happening in Mexico City.

Soldiers accompanied the supply trains as it was necessary to travel safely through Apache territory. The soldiers helped the traders move the wagons safely across the desolate desert lands.

JOB INFORMATION CARDS - 2

Captain—supply ship (California)

The early ships arriving in California from Mexico brought supplies for the missions, presidios, and pueblos. Some of the supplies they brought were food, cotton cloth, ribbons, religious articles, metal tools, and weapons. They also brought the latest news from Mexico. The residents planned special events during these infrequent visits. On the return trip to Mexico, the ships took hides, tallow, wines, and grains.

Later, ships called galleons sailed to Manila in the Philippine Islands. They returned carrying silks, spices, china, and other luxury items. Californios bought some of these items destined for markets in Mexico. The Indians, who received no wages and had little to trade, were unable to buy many of these goods.

Sailors

Sailors did the hard work of sailing, loading, and unloading the ships—as well as the necessary maintenance. They slept in hammocks below deck. Ships provided limited storage room for food and water. When at sea for many months, the men often suffered from severe rationing as these essential supplies dwindled.

One disease, scurvy, was a special threat to sailors. At the time scientists did not know its cause. Later they discovered a lack of fresh fruits and vegetables caused this malady.

The ocean currents flowed south along the coast of California, making sailing in the Pacific Ocean difficult. Consequently, when the ships sailed north to California from Mexico they moved against the current.

Priests

The priests had the most education in the early settlements. Many came from Spain where they had attended universities. They could read and write in Latin, the language of the church, and Spanish, the language of the people. Most of the priests tried to learn the Indian languages as well. Generally, the missions had one head priest and one or more assistants to help him.

They conducted the services in the church and taught the Indians those things they felt helped develop good Christians. The priests kept many records, including births, deaths, number of cattle raised, number of hides, wheat, and grapes sold. Government officials in Mexico City used these records.

The priests were proficient in many areas. They planned the missions and irrigation ditches, grew crops, raised animals, built furniture, operated the looms, and much more. They taught these skills to the Indians, as well as how to sew, weave, and cook for large numbers of people.

As the leader of the mission, the priests kept peace between the Indians and soldiers. Often the Indians became unhappy with the work they had to do. The padres had to convince them it was all for the good of the mission and Christianity for them to continue working.

JOB INFORMATION CARDS - 3

Indians working in the fields of grain

These Indians plowed the fields in the spring using oxen to drag a forked wooden plow through the soft, rich earth. Then, by hand, they dropped the corn or wheat seeds into the ground.

These fields needed weeding and harvesting. Men harvested the wheat with cutting blades, gathered the fallen stalks, put them into carts, and took the grain to the mission.

They threshed the wheat by spreading the wheat stalks on the very hard ground inside the corrals. After driving horses into the corral, the Indians raced the horses round and round, thereby trampling the grain. The Indians, usually the women, tossed the grain into the air where the breeze carried away the chaff.

Indians tending the gardens

Indians planted vegetable gardens to feed the many people at the missions. They weeded these gardens and harvested the crops.

Irrigation ditches supplied the water needed for these gardens. Water was a scarce item at most of the missions. Tall cactus hedges protected the garden plants from being eaten by wild animals. Plants such as melons were native to the area when the missionaries arrived. Priests or sailors brought plants, such as potatoes, from other countries. It took much corn to make tortillas for all the people at the mission.

Indians taking care of the horses

Horses were needed for the rancheros and the army, as well as for the mission. Some of the first horses used were the beautiful golden palominos with their lighter manes and tails. They came from Mexico.

All the horses roamed freely on the open plains. It was the responsibility of the Indian vaqueros to bring the horses into the corrals and train them when more horses were required.

This was a favorite job for the Indian men and boys.

JOB INFORMATION CARDS - 4

Indians taking care of the cattle

Indians raised two types of cattle for the missions: milk cows and range cattle.

It was necessary for the Indians to drive the milk cows to fresh pastures early each morning and bring them back in the evening. Workers milked the cows every day. The women strained the milk through a cloth into wooden bowls. After the cream rose, the cooks used it to make butter.

The range cattle roamed freely on the open plains and valleys. The herds increased rapidly. Indian riders rounded up the cattle to be slaughtered for fresh meat at the missions. Indians used the tallow to make soap and candles. Trading ships took the hides and tallow to Mexico and exchanged them for the things they needed at the missions. The sale of these hides and tallow provided money to pay the soldiers. The Indians, however, received no wages for their labors.

Roundups occurred each spring. After separating the cattle by their brands, Indians used hot irons to brand the calves. Rodeos and fiestas accompanied these roundups.

Indians caring for the sheep

Sheep roamed the unfenced countryside, and they multiplied rapidly. When the sheep's fleece was the heaviest, sheepmen drove the animals into corrals and sheared them. Nicks cut at the bottom of each ear marked the lambs.

To shear a sheep, an Indian rolled the animal onto its back and held it tightly between his knees while cutting away the heavy fleece. This job required a great deal of skill and patience in order not to harm the animals. The women cleaned and prepared the wool, then wove it into blankets and clothing.

Indians who tended the vineyards

Ships brought grape vines from Spain and Mexico. The plants received great care until they produced grapes.

When the grapes were ripe, workers carefully picked the fruit and brought it to the mission. Here, the Indians placed the grapes into huge wooden barrels. The Indians washed their feet, climbed into the barrels, and trod on the grapes to press out the juice. The young Indians enjoyed this process. The juice drained out through wooden pipes into other barrels which were stored in cool, dark vaults.

Priests used the wine for religious purposes, and sold some to the presidios and pueblos for use on the tables of the early Californians. Many people drank wine in those days.

JOB INFORMATION CARDS - 5

Indian women who wove the cloth and made the clothing

The Indian women cleaned, carded, spun, and dyed the sheared wool. Then they fashioned this cloth into blankets and clothing for use at the missions. With many people living at the missions, the women had to make many items of clothing.

Some missions cultivated cotton. Mexico furnished the cloth at other missions. The women sewed the cotton cloth, as well as the woolen material, by hand. They made blouses, skirts, shirts, and trousers for those living at the mission. There were no sewing machines in those days.

Indians who prepared food at the mission

Some of the missions had thousands of Indians living at them. These Indians ate three times a day. Special events such as fiestas required preparation of fancy dishes. This was a very big job.

Grain was ground for tortillas and porridge. Meat, fish, and chicken, usually roasted on open spits, provided meat. Chores included gathering eggs, cleaning and cooking fruits and vegetables, carrying in wood to keep the fires going, and bringing in water for cooking and cleaning. After straining the milk, the women used the cream to churn butter.

These Indians worked very hard and very long hours. Their tasks were never ending.

Indians who tended the groves

Orchards provided fruit for the tables of the mission. The priests brought many trees: peach, plum, pear, pomegranate, apple, fig, date, orange, lemon. The orchards needed a great deal of water. After learning the technique, the Indians built irrigation ditches to bring the water from nearby streams or from higher elevations.

A very important tree was the olive. Young Indians climbed to the tops of the trees. They shook the trees so that the olives fell to the ground. Indian children and women picked them up in baskets and carried them to the mission. Here, the Indians placed the fruit into a large container filled with very salty water. Workers changed this brine daily. The bitterness disappeared after about two weeks and the olives were more edible.

Presses turned by horses or oxen lightly crushed select ripe olives, producing a fine-grade olive oil. The oils pressed out of the olives were used in cooking. The missions shipped surplus olive oil to other areas.

JOB INFORMATION CARDS - 6

Indians who made candles and soap

After slaughtering the cattle, Indians scraped the fat from the hides and melted it in huge caldrons.

After pouring most of the tallow into bags made of skins, the missions sold these bags to the traders. The traders sold the tallow to people in other places for use in making candles and soap.

Padres kept some of the tallow, however, to make candles and soap for use at the mission. Workers tied wicks to a circular wheel and dipped them into the melted tallow, repeating this process until the candles were the desired thickness.

Indians who tanned the hides and worked the leather

Indians dried most of the cowhides, then stacked the heavy pieces in warehouses until the ships or wagons arrived to take them away. The hides sold for $1 to $2 each.

Indians at the missions used some of the hides, however. They carefully scraped the hides and cured them in huge, underground vats. After tanning the hides, the Indians stretched them out to dry. Then the workers fashioned the leather into fine saddles, tackle, shoes, boots, chairs, and bed webbing.

Indians who built the missions

Not only did the Indians build the beautiful missions; they also built many other buildings.

They carried heavy logs from the distant forests to make the supports for these buildings. They used many adobe bricks as well.

Since adobe bricks had been used in Spain, the padres knew of their usefulness. In their new locations, however, the padres had different materials available. As a result, the Indians and padres experimented with many different combinations of clay, mud, straw, and water until they found the formula that worked best. Indians poured the adobe mixture into molds. When the bricks had slightly dried, the workers removed the bricks and placed them in the sun to dry. After the completed brick walls had dried thoroughly, the Indians waterproofed the adobe by painting with a limestone mixture.

The roof tiles also required a great deal of experimentation. In the beginning, workers used dried grasses and tulles to make the mission roofs. These roofs easily burned, however, when set afire either accidentally or by fire arrows shot by the Indians. Builders found adobe tiles worked better.

JOB INFORMATION CARDS - 7

Indian blacksmiths

Blacksmiths built many items used at the mission such as the farming tools, the oil and wine presses, and the carretas (carts). They also fashioned and repaired many metal items such as pots, tools, and horseshoes. Their jobs required a great deal of skill as well as strength.

Indian children

Indian children had many responsibilities. They attended classes, learning about the church and its teaching. They studied Spanish words, songs, and prayers. They assisted their parents, tending the babies and smaller children, as well as herding the animals into the fields. They fed the chickens and gathered eggs.

Although they had many chores, the Indian children did have time to play. They certainly must have found ways to make their work fun, such as when they climbed the trees to shake out the olives or tramped the grapes to squeeze out the juice.

Script: *THE CALL OF THE BELLS* - 1

Cast

- Francisco Lopez, padre in charge of the mission
- Luis Segovia, Lopez' assistant, the narrator
- Maria, an Indian who works in the kitchen
- Consuela, an Indian who works in the kitchen
- Carlos, an Indian who tends the sheep and small animals
- Juan, an Indian who tends the sheep and small animals
- Victorio, who tends the beautiful palomino horses
- Other Indians who tell of their various jobs at the mission
- Pedro, an Indian who ran away and was captured
- Tomas, a soldier who returns with Padre Lopez
- Felipe, a soldier who returns with Padre Lopez
- Joaquin Montez, ship captain
- Antonio, a sailor

Time

- New Mexico and Arizona: 1600s
- Texas: early 1700s
- California: late 1700s

Setting

One set is sufficient for the entire play. It should have a background mural of a scene of a central mission patio with a covered walk and closed doors to mission rooms along one side and the back of the stage area, and the church at one side. Behind the mission, there should be mountains or high hills painted on the mural. In the foreground, there should be a mission patio with a well in the center. Perhaps branches overhanging one side of the set could indicate a large tree offstage.

Costumes

- Padres: long gray robes with a hood and a rope tied at the waist, sandals, a heavy cross hung around the neck
- Ship captain: a blue suit
- Sailors: white shirt, dark pants wide at the ankle, sash, perhaps a sailor-type hat
- Trader: dark clothes
- Soldiers: military-type uniforms
- Indian men and boys: tunics (long-sleeved white shirts), hanging loosely over white or blue loose pants tied with a piece of rope or rawhide at the waist
- Indian women and girls: brightly colored full skirts near ankle length, white blouses with a ruffle around the low neckline, barefoot or loose sandals; hair tied back with ribbons, shell earrings.

Script: *THE CALL OF THE BELLS* - 2

Props

- Each Indian should have something in his/her hands indicating the type of work to be done (i.e., a cook might have a large pot with a wooden spoon, a weaver could have skeins of yarn thrown over shoulder and woven blanket in his/her hands; a vaquero might have a pair of spurs, a riata, a saddle.

Scene 1

As scene opens, bells ring in the background. Two Indian girls enter from the left, one carries a basket filled with seeds or corn and the other has a jug of water. They stretch and yawn. They meet the younger padre, who enters from the right. He carries a large book—a copy of the script, or his part, may be attached to it, as he has long speeches to make. They meet center stage, smile, and greet each other.

AT ACTING TIP

Padre, be friendly but father-like. Girls, become attentive once the father enters.

Girls: Bueños dias, padre.
Padre Segovia: Bueños dias, Maria and Consuela.

The girls continue on their way, leaving the stage area. As they leave, Lopez, at center stage, turns to talk directly to the audience. Behind him, Indians leisurely cross the stage, some stop to talk to each other in hushed voices, then continue on their way. The bells no longer ring. The mission community awakens.

Padre Segovia: Bueños dias, mi amigos. Let me introduce myself. I am Father Luis Segovia. I came to this mission from Mexico, but I was born in Spain. At the mission, the bells control our lives. The bells tell us when to get up in the morning, when to go to bed, when to go to church, when to go to work, when to return to the mission, when to eat, and, in times of trouble, when danger is near. We must all listen to the call of the bells and obey them.

Carlos: *(Enters with Juan stage right, carrying what looks like a baby lamb wrapped in a brightly colored blanket)* Padre! Padre! Look what was born early this morning—a baby lamb.

Padre Segovia: Such a fine little lamb. *(He blesses it.)* You do such good jobs of caring for the small animals. It is a big job. They provide food for us all. *(Boys exit stage left. Then Padre Segovia addresses the audience.)* Everyone here at the mission has a job to do, and everyone is very important. We would have no mission without them. We awoke early this morning because it is summer and the sun comes up early. After church services and prayers, we had our breakfast of atole. That is a porridge made of grains. This morning we had some berries in

Script: *THE CALL OF THE BELLS* - 3

it as well. The married Indians with children come to the kitchen and get their family's share and take it back to their individual homes outside the mission walls. The girls take their atole to their own special room and the boys eat in the kitchen. The senior priest, Padre Lopez, left earlier this morning with soldiers and some Indian helpers. They loaded the carretas with hides, tallow, grains, fruits, and wines. The oxen pulled their heavy loads down to the ships (or to the trader's camp outside the mission walls, with their military guards). We traded the goods for the food, tools, utensils, and religious items we cannot provide for ourselves. The padre will return after our mid-day meal. *(Motions)* Victorio, Carlos, all of you, come gather around and tell the people what you do here at the mission.

Victorio: I have the best job of all. I take care of the beautiful palomino horses. We have a huge herd. When we need horses at the mission, or for a soldier, or for anyone else, I catch one and train it so it can be ridden. We are very proud of our horses.

Padre Segovia: You are right, Victorio, we are proud of our horses. And we are proud of you. Our horses, and your ability to train them so well, are known throughout the land.

AT
ACTING TIP

You might want to act out the job you do. Pretend to be shearing a sheep or kneading dough to make bread.

The other Indians, with objects representing their trade, move forward one by one and tell about their jobs. They can use the information on the cards provided as well as any additional information they gain from research. Each presentation should be very short—no longer than Victorio's speech. Scatter the Indians around instead of in a line. To break up the descriptions, Father Segovia should make comments every once in a while. After they finish their presentations, the Indians leave the stage, alternating between right and left. When all but a few "children" remain, Father Segovia continues.

Padre Segovia: Thank you for telling us about your jobs. Come, children, *(motions to the children)* let us sit under the shade of the tree *(or by the well)*, and I will tell you the story about Jonah and the Whale. *(The children sit down cross-legged on the ground around Father Segovia.)* Once there was . . . *(His voice fades so it is no longer heard.)*

Curtain closes.

Script: *THE CALL OF THE BELLS* - 4

Scene 2

The bell rings as the curtain opens. The Indians have just eaten and it is now siesta time. Some Indian men are resting in the shade with their sombreros over their faces. Some women sit in a circle to the side, talking. Several groups sit or stand together watching a couple of Indians playing the Guessing Game. (See Indian games.) They exclaim when one or the other player wins a point. Maria and Consuela enter and stop front mid-stage.

Reading a story about a person similar to your character will help you portray your part.

Consuela: That was a fine meal. I always enjoy the beef stew with all the fresh vegetables. We never had food like this before the padres came. The warm tortillas were so good I ate three of them.

Maria: My favorite food is the fruit—like the fresh peaches right from the tree. They are so sweet. Do you feel like taking a rest or taking a nap during siesta time?

Consuela: No, I am not sleepy. Come, let's join in the tug-of-war.

They join the others who are having a tug-of-war game with girls on one side and boys on the other side. Everyone turns to look at them. The boys win and pull the girls over the line. They all fall down, and everyone laughs. Suddenly there is a commotion offstage. Two soldiers enter stage right with an Indian held between them. He struggles to get loose. Father Segovia rushes in from stage left. Everyone else moves to the background. Some should leave so there won't be many people on the stage.

Father Segovia: *(Turns to the soldiers)* What has happened? What is the meaning of this?

Tomas: We have just returned from the mountains with this Indian. He was running away from the mission.

Felipe: There were three others as well, but they escaped into a deep ravine where we could not go with our horses.

Father Segovia: Pedro, why were you running away? I know you were unhappy, but I had hoped that you could come to me and tell me what was bothering you *(Bells sound offstage).*

Juan: *(Runs in from the left, points to the distant hills, speaks excitedly)* Look at the hills. There is a large party of at least 25 Indians just sitting there on their horses watching the mission. *(All look up into the hills and then at each other with frightened expressions.)*

Father Lopez: *(Enters with several other soldiers and the ship's captain—or trader.)* What is going on here? I heard the bells ringing as I was returning.

Script: *THE CALL OF THE BELLS* - 5

Father Segovia: Father Lopez, these soldiers have just brought Pedro back to the mission. They warned us of the non-Mission Indians who are watching us from the top of the hills.

Father Lopez: I doubt that the Indians will attack the mission, now that I have returned with the soldiers. Keep a lookout for us, Juan, and let us know if they leave. *(Turns to Pedro)* Were they waiting for you, Pedro?

Pedro: *(Struggles to get free)* Yes, padre, they were, and they will be back.

Father Lopez: Why did you run away, Pedro? Do we not treat you well here at our mission?

Pedro: Yes, you treat us well at this mission. It is not so, however, at other missions. You force all of us to work for you like slaves, and you do not pay us. Many Indians have become ill with your diseases and they have died. But your people have not died.

Father Lopez: Pedro, no one at the mission is paid. I am not paid. We do what is needed to live. I am sorry that the diseases have killed so many of your people. We do not know why they have gotten sick and died, while the Spanish people have not died from these diseases. Didn't we take care of you as best we could?

Pedro: Yes, you took care of us. However, we should be free to come and go as we wish. When you first came here, we were friendly and helped you. Then when we came to the mission, you forced us to stay here. If we leave, if only for a few days, you come after us with soldiers to bring us back and punish us.

Father Lopez: Pedro, when you came to the mission, we told you that if you became a Mission Indian you had to agree to stay here after you took your vows. You had time to make up your mind whether you wanted to be a mission neophyte or not. It was a decision you made.

Pedro: We did not know we would have to work all the time and would not be free to come and go. You did not tell us that the soldiers would beat us and sometimes even kill us. I long for the days when we lived freely to do as we wanted to do. There was time for fishing and hunting and story telling. We did not have to work all the time. More important than all this, we cannot have our old ceremonies and worship our own gods as well as worship your god. We always had many gods that we worshipped. You have forbidden us to do any of our old ways.

Father Lopez: This is our way, Pedro. We have only one God. You must accept that. We told you this when you joined us. We have given you food, a good place to live, and protected you from other tribes that had attacked you in the past. For that, all we have asked is that you accept our God and help us build a

mission that can feed and care for you, even after we have left. I am sorry, Pedro, but you know the punishment for running away. Your punishment is 25 lashes and no food for two days. If you are penitent for what you have done, we will then take you back as part of our mission family. *(The soldiers pull the struggling Pedro offstage; Lopez turns to Father Segovia and the visiting ship captain—or trader from Mexico)* Sometimes I cannot understand these Indians. We have done everything we can to make their lives better and to teach them our ways so that in time they could take over the missions and all the land would belong to them. Some of them simply do not understand.

AT ACTING TIP

Really get into your part. Look at the person to whom you are addressing. Speak with expression.

Captain Montez: You have a difficult job. I do not think that the officials in Mexico City realize all that you have done and are trying to do. They simply do not understand the Indians and the way they feel.

Father Lopez: You are so right. *(Turns to the children who have been standing at the sides with their parents.)* Come, children, I have something for you.

One of the children: What did you bring us?

Another one of the children: Did you bring us any sweet treats?

Consuela: Did you bring me a pretty ribbon for my hair?

Father Lopez: *(Passes out candy to all the children and ribbons to the older girls)* Yes, I traded some of our hides for special treats for you. I have new tools as well, plus shiny new candlestick holders for the altar, and pots and pans for the kitchen. I have something for everyone.

Father Segovia: You got a good price for the hides and supplies then?

Father Lopez: A very good price. Within a week we must have another roundup and start preparing for the next ship that will come to the harbor (or next wagon train that will cross the desert to our mission). Captain, we will have a roundup within a week. Will you and your sailors join us for the fiesta that we will have when we finish our work?

Captain Montez: I believe that we can delay our return to Mexico for a week or so. The sailors badly need some entertainment and good food. Is that not true, Antonio?

Antonio: Si, captain. We have been at sea for a long time. We could use the rest. We would welcome good food after our ship's hard tack and dried beef.

Father Lopez: Father Segovia, will you make the arrangements for the roundup and for some food? Captain Montez and I missed our mid-day meal. We have much to discuss, and I have records that I must prepare to give to him to take back to Mexico telling how well our mission has done this year.

Fiestas were full of fun and gaiety. Capture the mood of the early settlers. Speak with expectation.

Father Segovia: I will start the arrangements. I will also tell the Indians in the kitchen to prepare food and drink for you. *(Everyone except Maria and Consuela leave.)*

Consuela: *(Excitedly)* Did you hear, we are going to have another roundup—and a fiesta!

Maria: Yes, it is always so much fun. I cannot help feeling sorry for Pedro. Don't you sometimes wish for the old times, too, as he does.

Consuela: Sometimes, yes. However, I like it at the mission. There is always something going on. There are so many new and different ways of doing things.

Maria: *(Sighs)* I often long for the old times. But there is no good done by thinking of that.

Consuela: Let us think about the roundup and the fiesta with all the good food and the dancing and the music. Besides, you will see your Victorio. I know that you like him, and I am sure that he likes you, too.

Maria: *(Blushes and smiles)* Yes, that is true. He is so very handsome and brave, and he rides the horses as well as any Spaniard. *(The girls exit stage right.)*

Father Segovia: *(Enters stage left)* The Indians have returned to their jobs now after their siesta period. They will work until late afternoon. There will be a time for church and they will recite their lessons in Indian and in Spanish. We will have a light supper. After that, they will be free to relax for a while until it is sundown. The bells will ring "Poor Souls' Bell" and announce that everyone, but Father Lopez and me, will retire for the evening. We need to keep the church records, read, and prepare for tomorrow's sermons. Then we, too, will say our prayers and retire to sleep until the bells call us again tomorrow morning. So, I must say, bueños tardes to all of you. Thank you so much for sharing our day at the mission, our "Call of the Bells."

Curtain closes.

WHAT HAPPENED WHEN AND WHERE CHART (1700-1821)

Mexico	Arizona	California	New Mexico	Texas	United States
1700s					
			1706 Albuquerque founded	1718 Mission San Antonio established	
	1754 Tubac established				1763 French-Indian War ended
		1769 Portola and Serra found San Diego			
	1776 Tucson established	1776 Anza led settlers to California			1776 Revolutionary War started
					1783 Revolutionary War ended
1800-1821					
			1807 U.S. Army-Capt. Zebulon Pike arrived		1803 Louisiana Purchase negotiated with France
1810 Hildalgo led unsuccessful revolution		1809 Russians establish settlement			1812 War of 1812 with England
1821 Mexico revolts against Spain	1821 Became Mexican territory	1821 Became Mexican territory	1821 Became Mexican territory; Becknell establishes Santa Fe Trail	1821 Became Mexican territory; Austin brought settlers to state	

Timeline: MISSIONS/ SETTLEMENTS - 1

***Note:** In this Timeline, events happening elsewhere in the world are italicized.*

1600s-1789

1600s	Roman Catholic Church sent priests into the southern part of Arizona to establish missions.
1610	Governor Pedro de Peralta established Santa Fe.
1680	The Pueblo Indians, united by a medicine man named Pope in a war for independence, drove the Spaniards out of New Mexico.
1682	Franciscan missionaries erected Texas' first two missions near present-day El Paso.
1690	A Franciscan friar established the first mission—San Francisco de Los Tejas—in east Texas, near present-day Weches.
1692	Governor Diego de Vargas reconquered New Mexico for Spain.
1692	Between 1692 and 1711, Eusebio Kino, the best-known Jesuit priest during this period, began missionary work in the Santa Cruz and San Pedro valleys in Arizona.
1706	Governor Francisco Cuervo y Valdes founded Albuquerque, New Mexico.
1716	Don Domingo Ramon established the presidio of San Antonio de Bexar.
1718	Franciscan mission San Antonio de Valero (Alamo) established.
1731	Spain sent more than 90 expeditions into the Texas region and established missions and presidios throughout east, central, and southwestern Texas.
1751	Pima and Papago Indians of northern Sonora, Mexico, and parts of Arizona revolted against the Spanish, who forced them to work in their mines.
1754	Spanish soldiers established Arizona's first white settlement at Tubac.
1763	*End of the French and Indian War in North America.*
1769	Captain Gaspar de Portola and Junipero Serra established a fort and Mission San Diego de Alcala in San Diego.
1770	Portola and Serra established a fort and mission at Monterey; California's El Camino Real established.
1772	San Antonio became the seat of Spanish government in Texas.
1775	Indians revolt in California.
1776	First groups of Spanish settlers from Mexico, led by Colonel Juan Bautista de Anza, arrived at San Francisco, California. Garrison established in Tucson, Arizona. *United States revolt against England.*
1783	*Treaty of Paris ended Revolutionary War.*
1789	*French Revolution.*

Timeline: MISSIONS/ SETTLEMENTS - 2

1793-1824

1793 About 7,000 white people inhabited Texas after more than 100 years of missionary effort.

1796 First American sailing vessel reached California at Monterey.

1800 Washington, D.C., became the capital of the United States.

1803 President Thomas Jefferson purchased the Louisiana Territory from France. The United States claimed all the territory as far south as the Rio Grande as the basis of the French claim. This purchase doubled the size of the United States.

1807 Lieutenant Zebulon M. Pike of the United States Army wrote the first American report on New Mexico.

1809 Ivan Kuskof of the Russian American Fur Co. arrived at Bodega Bay in California and established a settlement north of the bay.

1812 Russians established Fort Ross in California. *War between the United States and England.*

1814 Francis Scott Key wrote The Star-Spangled Banner.

1819 A United States and Mexican treaty fixed the southwestern boundaries of the Louisiana Territory at the Sabine and Red rivers.

1820 Missouri Compromise decided free and slave states.

1821 Mexico broke away from Spain. Texas, New Mexico, Arizona, and California became part of the Republic of Mexico. Stephen Austin's group made its first settlements; William Beckness established the Santa Fe Trail.

1824 Simon Bolivar and Antonio Jose de Sucre led Latin American wars for independence.

Glossary: MISSIONS/SETTLEMENTS

- ***agriculture*** the science and business of growing crops and raising livestock
- ***aqueduct*** a large pipe that brings water to dry areas
- ***culture*** the beliefs and way of life of a group of people
- ***custom*** a habit, practice, or tradition of people from one country
- ***fiesta*** a festival or public celebration; many had religious meanings
- ***friar*** another name for a padre or priest in a mission
- ***irrigation*** use of trenches and canals to bring water to dry areas
- ***mission*** a settlement formed by Catholic priests in order to bring their religious beliefs to the local people
- ***padre*** a priest at a Spanish mission
- ***presidio*** a fort or military post built by the Spanish to protect their missions and pueblos
- ***pueblo*** a town for Mexican settlers built close to the missions
- ***ranchero*** an owner of a rancho
- ***rancho*** a farm or ranch raising livestock—cattle, horses, sheep
- ***religion*** the way people worship the god or gods in which they believe
- ***revolt*** to fight against the government in power in order to change some of its rules, or to become free from that government
- ***rodeo*** a roundup of a rancho's cattle to brand or to sell

- ***saddle*** a seat for the rider on the back of a horse or other animal
- ***senor*** a title of address, similar to mister in English
- ***senora*** a title of address, similar to mistress in English
- ***senorita*** a title of address, similar to miss in English
- ***stockade*** a wall or fence of large strong posts fixed upright in the ground; used for protection. Stockades were sometimes made of closely planted cactus.
- ***treaty*** a formal agreement, especially between nations, signed and approved by each nation
- ***vaquero*** a cowboy who works on a rancho

Pre/Post Test: MISSIONS/SETTLEMENTS

Name _____

Part 1

Directions: Fill in the blank spaces using these words: Alamo, Anza, France, bells, King's Highway, Russia, Juan de Onate, Kino, Pueblo, Apache, England, Serra.

1. _____ established the first permanent Spanish settlement in New Mexico.
2. A Jesuit priest, _____ , established missions in Arizona in the late 1600s.
3. In 1680, _____ Indians, united by a medicine man called Pope, revolted against the Spanish.
4. The Texas mission at San Antonio de Bexar is also known as the _____.
5. The Franciscan priest _____ established missions in California.
6. In 1776, the year the American Revolution began, _____ led a group of settlers into California from Mexico.
7. In that same year, 1776, Spanish settlers established Tucson, Arizona, to protect them from the _____ Indians.
8. Its _____ controlled activities in the missions.
9. El Camino Real is a _____.
10. Three countries that became interested in the Southwest were _____ , _____ , and _____.

Part 2

Directions: Draw a line from the words in **Column 1** to their definitions in **Column 2**:

Column 1	Column 2
1. presidio	a. the beliefs and way of life of a group of people
2. friar	b. a fort built by the Spanish to protect their missions and pueblos
3. mission	c. a town built close to the missions for Mexican settlers
4. culture	d. another name for a priest of a Roman Catholic mission
5. vaquero	e. a settlement established by a Roman Catholic priest to bring religious beliefs to the Native Americans
6. pueblo	f. a cowboy who works on a rancho

Enrichment Projects: MISSIONS/SETTLEMENTS

Instructions: Choose one or more of the following activities to complete during this phase. You may work with a friend or two. Your teacher may expect you to do these activities as homework or may give you time to complete them in class.

Phase 4 project choices

If you wish to undertake a project not listed here, talk it over with your teacher.

- Research and write a report on the diseases (e.g., measles, chicken pox, small pox, etc.) that the Spanish introduced into the New World.
- Write a short biography on Father Serra, Portola, Anza, Galvez, Crespi, or another famous person of the era. Include a picture, if available.
- Write a report on the clothing worn by padres, soldiers, and mission Indians. Perhaps dress a doll in one of the costumes and display for your class.
- List plants that are native to your area and those brought by the padres and early settlers.
- Create a map showing the location of all the missions and El Camino Reals in the Southwest.
- Research the cities that were established in mission times. Write a report on one of these cities.
- Research the routes of settlers from the east to the Southwest. Write a report on one of these settlements.
- Write a story about one of the many important events in Father Serra's life. Produce for a Reader's Theater production.
- Using the glossary words in this phase, create a scrambled word puzzle. Duplicate for your classmates to work.
- Research early methods of irrigation. Make a chart showing how irrigation operates.
- List examples of Spanish and Indian influence in your state (e.g., geographic names, architecture, government).

How to write a project summary

1. All projects, regardless of type, require a "summary" sheet which should be constructed as follows:

   Title

   Name
   Class Name
   Teacher's Name
   (Write a paragraph of six to 10 sentences which describes the **purpose** of the project and **what** it generally is about.)

   Note: *The name can be either your name or your team's name depending on whether this is an individual or group project.*

2. Attach this summary to your work.

Introduction to Phase 5: Ranchos/Statehood

In this phase the student will learn about the events that occurred from the time Mexico declared its independence from Spain until each area of the Southwest became a state in the United States.

Students will participate in either of two historical reenactments: a STATE CONSTITUTION CONVENTION or a LAND GRANT TRIAL. These playlets may be produced as finished live productions, videotaped, or simply presented to their fellow classmates and then discussed. Regardless of what you decide to do, the students will also take part in Enrichment Projects.

Before the simulation begins

TT - TEACHING TIP

This was an exciting time in American history. Create a stimulating display for your students.

1. Make bulletin board display.

2. Assemble resource materials.

3. If using Optional Activities assemble needed materials. See Optional Activities suggested for this phase on page 6:3.

4. Duplicate the following:
   - BACKGROUND ESSAY: RANCHOS/STATEHOOD (class set)
   - TRAILS TO THE SOUTHWEST (class set)
   - RANCHO LIFE (class set)
   - SCRIPT: A CONSTITUTION IS WRITTEN (seven, one for each character)
   - SCRIPT: LAND GRANT TRAIL (15, one for each character)
   - WHAT HAPPENED WHEN AND WHERE CHART (class set)
   - TIMELINE: RANCHOS/STATEHOOD (class set)
   - GLOSSARY: RANCHOS/STATEHOOD (class set)
   - PRE/POST TEST: RANCHOS/STATEHOOD (class set)
   - ENRICHMENT PROJECTS: RANCHOS/STATEHOOD (class set)

Directions for sequencing activities

Getting started

1. Administer the PRE/POST TEST: RANCHOS/STATEHOOD. Collect and grade the test.

2. Read and discuss the BACKGROUND ESSAY: RANCHOS/ STATEHOOD, RANCHO LIFE, TRAILS TO THE SOUTH-WEST, Glossary, Timeline, and Enrichment Projects hand-outs with the class.

TT TEACHING TIP

Emphasize the commonality of the events on the chart; also point out how many more events appear than in earlier timelines.

3. Using the WHAT HAPPENED WHEN AND WHERE CHART, discuss the events of this phase with the whole class by referring to the TIMELINE.

4. Divide the class into two teams, one for each historical re-creation. Pass out the scripts for each and tell each team to read its script overnight. Tell students they are to decide what part they would like to play and let you know tomorrow.

Basic assignments

1. Have each student write the name of the role he/she would like to play. Then collect the slips. Have a student assistant put the choices in piles. Pick a student at random from each pile. The remainder play extras and/or help with the sets, costumes, etc.

2. Have each team decide how it is going to produce its play: videotape it or produce it as a live play.

3. Walk through the play once. Have students determine what sets, props, and costumes are needed. Discuss any special lighting or camera problems, if videotaping.

4. Give the students time to create their sets, assemble the props and costumes. The camera people will need to practice using the video equipment. Actors must learn their parts and practice them.

5. If you plan to have the students give these skits to more than their own class or if you are having them videotaped, schedule a dress rehearsal.

6. Conduct the playlets. Following each, have the non-performing team ask questions of the performing team about the importance of what the play illustrates.

Enrichment projects

1. Have students choose Enrichment Projects. Allow as much time as necessary for them to do their projects.

2. Students present Enrichment Projects.

Optional activities suggested for this phase

TT TEACHING TIP

Note: *Instructions for these activities are given in the OPTIONAL ACTIVITIES section.*

- Jerky—just one of many foods which can be prepared
- Brands—an artistic endeavor for your students
- Disceños—creating these early maps is very instructive
- Leather—a multitude of applications may be used
- Crossword—many applications may be utilized

Evaluation

1. Administer the PRE/POST TEST: RANCHOS/STATEHOOD.

2. Students close this phase by assembling all their materials into their individual folders and turning them in to you.

3. Evaluate what students have learned during this phase.

Answers to PRE/POST TEST: RANCHOS/STATEHOOD

Part 1—1. Spain, 2. constitution, 3. Santa Fe Trail, 4. land commissions, 5. jointure, 6. gold. **Part 2**—1492-c; 1540-f; 1598-e; 1680-b; 1769-d, 1776-a; 1821-h, j, l; 1845-m; 1846-p; 1849-g; 1850-i; 1854-o; 1861-q; 1863-n; 1912-k.

Background Essay: RANCHOS/STATEHOOD - 1

Texans defy Mexico

After Mexico won its freedom from Spain in 1821, the lands of the Southwest became part of Mexico. This caused drastic changes in the lives of those living in this area. Since these changes affected various areas of the Southwest differently, a separate discussion of each area follows. Keep in mind, however, that all these events occurred during the same time period.

Texas defiance Perhaps the biggest change was in Texas. Many impresarios, such as the American, Stephen Austin, received land grants from Mexico. Austin, in turn, arranged for settlers from the United States to buy smaller parcels of his lands. Mexico required these settlers to become Mexican citizens, to obey Mexican laws, and to belong to the Catholic Church, the official church of Mexico.

So many Americans entered Texas that the Mexican government enacted a law closing the Southwestern lands to new settlers. Many of the Americans in Texas did not like this law and other restrictions placed on them. They requested elimination of the limitation law. They wanted laws governing them to be more like those in the United States. Furthermore, they wanted to become a separate state within Mexico and not part of the state of Coahuila. They wrote a constitution telling Mexico how they wanted to be governed.

Mexico did not like this at all. Its new leader, Antonio Lopez de Santa Anna, marched into Texas with a large army. The battles of the Alamo and San Jacinto followed. Eventually, Texas won and became an independent republic, or self-governing country. It remained that way for nine years. Actually many Texans wanted to be part of the United States. They wrote a new constitution and presented it to the Congress in Washington, D.C. In 1845, despite the fact that Texans supported slavery, the United States admitted Texas as its 28th state.

War with Mexico This infuriated Mexico. Its government disagreed about the border between Texas and Mexico. In 1846 the United States and Mexico went to war. Most of the fighting occurred along the border between Texas and Mexico. Eventually, United States soldiers landed in Vera Cruz, Mexico, and marched to the Mexican capital of Mexico City. By 1848, the war was over. The United States won and paid Mexico $15,000,000 for the entire southwestern area, including all of what is now California and Arizona plus major parts of Nevada, New Mexico, Utah, Wyoming, and Colorado. Texas had previously been annexed as a state in the United States and, hence, was not "bought" in this sense.

Background Essay: RANCHOS/STATEHOOD - 2

More territory settled

New Mexico Territory In the New Mexico Territory—present-day New Mexico and Arizona—the missions were no longer as powerful as they once had been. Groups of people who developed the territory into towns for the settlers who came from Mexico had been granted title to much of the land.

Under Spanish rule the people of New Spain had been allowed to trade only with Spain. With Mexican independence, however, the borders opened. Fur trappers led the way. In the fall of 1821, at almost the same time as Mexico declared its independence, William Becknell began his first pack trip over what became known as the Santa Fe Trail. It ran from Independence, Missouri, to Santa Fe, New Mexico. More Americans followed. Other trails leading from Santa Fe to California were blazed. Before the Mexican War, as more Americans settled in the area, the Mexicans feared them as they feared those who came into Texas. And well they might. Even the Republic of Texas sent a small army into New Mexico to persuade the residents to become part of Texas. The plan, however, failed.

During the Mexican war, the United States government sent General Stephen Kearney into New Mexico to occupy Santa Fe. No shots were necessary. The Mexican governor and his men fled into Mexico. Soon, the United States occupied the rest of the territory. A few New Mexicans and Indians planned a revolt, but the Americans learned about the plan and arrested the leaders. On January 19, 1847, fighting broke out in Taos, but the Americans defeated the rebels and hanged the leaders.

After the war, New Mexico, including Arizona, became a territory of the United States. A border change occurred in 1853 when James Gadsden arranged for the United States to buy a small amount of land bordering New Mexico and California for $10,000,000. The New Mexico Territory also gained land from Texas at the time when Texas became a state in 1845. Texas sold these lands to the United States to raise badly needed money to pay bills. The New Mexico Territory lost land to the Colorado Territory in 1861 which affected the way new states would form.

In New Mexico, as in California, the Americans looked at the land differently than did the Mexican settlers. The United States government required the Mexicans to prove ownership of their land to a Land Commission. Most could not. Many land grant papers giving families or communities the rights to the land were lost. Over the years, most of the Mexican people lost their lands.

Background Essay: RANCHOS/STATEHOOD - 3

New states approved

The final division of the territory occurred in 1863 when the United States government divided it into the Territory of New Mexico and the Territory of Arizona. It was 1912 before state officials were able to write constitutions that Congress would approve, and these two territories became states when state officials were able to write acceptable constitutions.

California Because of California's great distance from Mexico, Mexican officials paid little attention to it. There were those in the Mexican government, however, who felt the missions treated the Indians unfairly, accusing the padres of using them for slave labor. Of even more importance, however, was the fact that many people coveted the vast productive lands held by the missions. The Mexican government passed laws to secularize the missions. This meant they became simply churches and no longer held title to the lands they had developed. The Indians, originally, were to receive these lands, but it did not work out this way. Soldiers and settlers favored by the government received the land, often in the form of vast land grants. The government awarded more than 800 land grants.

Given their freedom when the missions closed, the Indians no longer had the support and protection of the padres. They were, however, dependent on the mission. Some Indians had learned valuable trades and skills, but not the ability to live on their own in the new world in which they found themselves. Many Indians, who spent their whole lives at the missions had lost their ancient survival skills, and they found it difficult to return to their previous lifestyle. Some did try to go back. Others used their skills working in the pueblos or on the ranchos. Bad feelings, however, existed among the Indians, the settlers from Mexico, and the soldiers. Prejudice against the Indians prevailed.

More and more Americans discovered California. In 1848, John Marshall discovered gold at Sutter's Mill. Hundreds of thousands of men flocked to the area. Many of these men, successful or unsuccessful in finding gold, decided to stay and their families joined them. Farmers, shopkeepers, and tradesmen arrived. They looked at the vast lands owned by the ranchos and saw the potential of small farms and groves. Many settlers, called squatters, moved onto the unoccupied land of the ranchos, built homes, and plowed the land. Many of these squatters simply took over the rancho lands under the theory that he who works and improves the land should own it. Land grabbing—or squatting—was an acceptable means of getting land in the western United States.

Background Essay: RANCHOS/STATEHOOD - 4

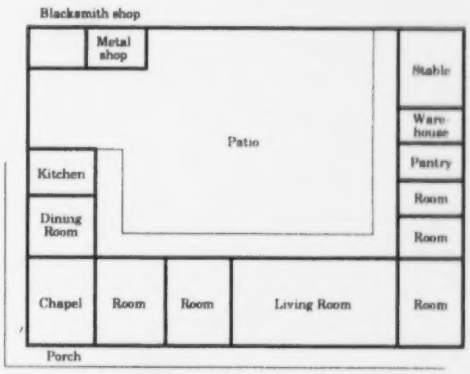
Multi-culture heritage

With the defeat of Mexico, California became part of the United States. Many of its citizens, particularly settlers from the United States, wished to join the union. They wrote a constitution and applied to become a state. In 1850, they got their wish.

The United States Land Commission offices in California, like those in the rest of the Southwest, required proof of ownership from the rancho owners. This was often difficult because the boundaries were often forgotten or the disceños—maps—of the land grants were lost. Many rancheros did not speak English and the trials were held in English. To make matters worse for the ranch owners, a great drought occurred and the ranch owners had to borrow money to keep their rancheros going. As the drought continued, cattle died and crops withered. The rancheros could not pay off their loans and they lost their lands. The squatters, the Land Commission and the drought were factors that forced the rancho owners to give up their lands. The days of the ranchos were over. Some of the ranch owners sold what they could and returned to Mexico; others moved to the cities and towns.

In 1861 the Civil War divided the lands; by1865 the war was over. Texas and California had become states in the United States. Arizona and New Mexico were separate territories that would achieve statehood in 1912.

Heritage Although many people from the eastern United States have settled in the Southwest, a large number of people of Mexican heritage also live there, many for generations. These citizens have strong family ties, practice the Catholic religion, enjoy fiestas, love music and dancing, appreciate the architecture, and speak both Spanish and English. This area of the United States is like no other area. It has been uniquely affected by its Spanish/Mexican heritage.



Early House in Southwest

TRAILS TO THE SOUTHWEST - 1

Many hundreds of years before the white man arrived in the Southwest, the Indians blazed trails for hunting and trading. Since they did not have horses or wagons, Indians used these trails—marked by notches on trees or marks on rocks—simply as footpaths.

When the Spanish—and later the Anglos—arrived in the Southwest, they used these Indian trails. They cleared these other trails to use with their wagons. These wagon trails required cutting down trees, filling in mud holes, putting logs across boggy land, finding shallow places to ford rivers, and, sometimes, setting up ferries to allow their wagons to cross.

The first Spanish travelers coming into the Southwest created the King's Highway or El Camino Real. These were routes from Mexico into Texas, New Mexico, and Arizona—then part of New Mexico. They were not highways as we know them today. They were simply trails cleared of rocks and bushes and worn down over many years of use.

The early settlers into California arrived by sea. The Spaniards, such as Colonel Juan Bautista de Anza, tried to establish trails across land, but hostile Indians along the Colorado River and even more hostile deserts discouraged them from using these routes.

California's El Camino Real followed the coastline with missions established one day's journey from the last. It stretched north from San Diego to above San Francisco.

After Mexico gained independence from Spain, many Anglo settlers coming into Texas used the Natchez Trace or Mississippi River to travel from the East, or the Cotton Trail from the southern states.

In 1821, William Becknell opened the Santa Fe Trail. The Spanish had not allowed foreign traders into their Southwestern territories, and the Anglos had waited anxiously for Mexico's break with Spain so they could begin trading.

Imagine how startled the Mission Indians of California must have been when they looked up to see the grizzled mountain man, Jedediah Smith, staggering out of the mountains.

Mountain men such as Jedediah Smith, traveling in search of furs, were responsible for discovering many of the Indian routes. These routes were used for crossing the Colorado mountains, the Great Basin states, and the Arizona and California deserts. They eventually made their way into California over the high mountains of the Sierra Nevadas. These trails became known as the Old Spanish

TRAILS TO THE SOUTHWEST - 2

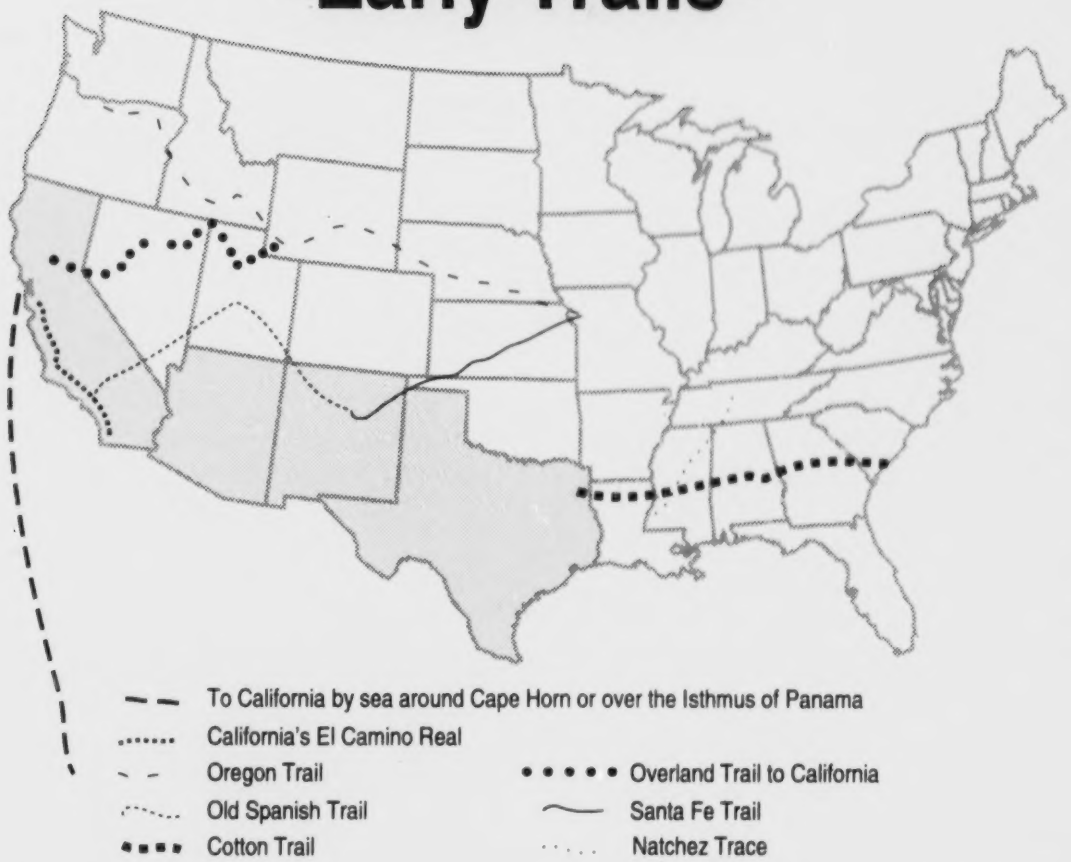
Trail, Oregon Trail, Overland Trail to California, as well as Butterfield's Southern Overland Mail Route.

The gold rush seekers to California used these trails. They also traveled by ship around the tip of South America. Some first sailed to Panama, and then traveled across the isthmus by foot or horseback, finally catching a ship on the Pacific Ocean side to continue northward to San Francisco. Settlers who traveled westward to start a new life followed the gold rush seekers.

Eventually, in the 1870s and 1880s, railroads crisscrossed the entire West as well as the Southwest. They made travel much easier and much safer.

Color the trails—California's El Camino Real: red; Natchez Trace and Cotton Trail: blue; Old Spanish Trail: brown; Oregon Trail: green; Santa Fe Trail: yellow; Overland Trail to California: purple.

Early Trails


To California by sea around Cape Horn or over the Isthmus of Panama
California's El Camino Real
Oregon Trail
Old Spanish Trail
Cotton Trail
Overland Trail to California
Santa Fe Trail
Natchez Trace

RANCHO LIFE

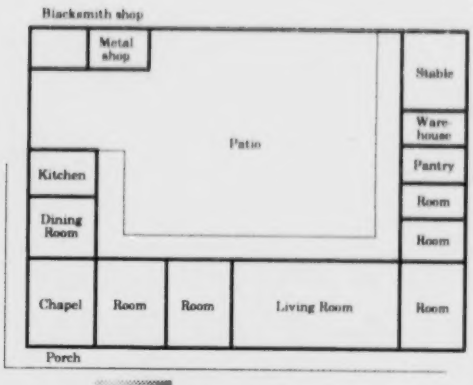
Rancho—or hacienda—life was leisurely, yet full. Many people filled the homes—relatives, children, visitors, and many servants. Although the rancheros and their families lived far from towns or from other ranches, they found many things to do for amusement. Picnics, dances, fiestas, and roundups filled their lives.

The woman of the house directed the many Indian women servants with their duties for the day: preparing food for everyone, cleaning the hacienda, and washing clothes. Other chores included making candles, making and repairing clothes, carding wool, spinning it into threads, and weaving it into cloth. There was always work to do in the large households.

The owner of the ranch, el patron, had a majordomo, or foreman, to assist him in running the ranch. Vaqueros took care of the cattle; Indians tended the fields and orchards. During the spring roundups, vaqueros sorted the cattle according to their brands and branded the new-born calves.

The ranchero's house featured a rectangular floor plan, with servants' rooms, living room, storage rooms, guest rooms, dining rooms, and bedrooms along the outside walls. The center area was open. It was here that most of the household work was done. Here also the dances and fiestas were held. The patio might have a tree or two, or a cooling well or spring. The kitchen was often located in a separate building. In case of fire, it was easier to contain the damage to that area.

In Texas, the houses featured two sections with an open hall between them; a covered veranda surrounded the house. This type of architecture allowed the owners to take advantage of any cooling breezes.



Early House in Southwest

Soon after the missionaries and soldiers arrived, they established the first ranchos. Many soldiers who had been especially helpful establishing the missions did not want to return to Mexico. They petitioned the governor for land. The governor awarded a land grant if they were willing to build a house on the land and had at least 150 head of cattle. People from Mexico also came to the new lands to establish settlements. They received clothes, supplies, seeds, cattle, and land.

When the Anglos arrived and the Southwestern lands became part of the United States, many disputes broke out over the ownership of the land. The days of the rancheros and their ranches ended.

Script: *A CONSTITUTION IS WRITTEN* - 1

Cast

- Robert Shaw, announcer for KXBC
- Stephen Young, American counsel for the U.S. (governor), large land owner, leader of the group
- Don Jose Montez, wealthy Mexican landowner of Spanish descent
- David Levi, well-to-do merchant with several stores
- Peter Crocker, livery station owner
- William Richardson, an ex-ship captain, now a newspaper editor
- Don Ricardo Yvacio, rancho owner of mixed Spanish and Indian ancestry

Time

- Texas and California: late 1840s
- New Mexico and Arizona: early 1900s

Setting

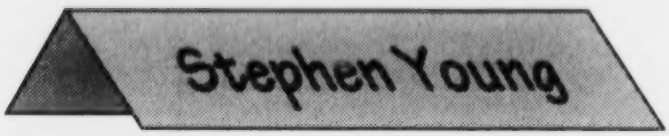
- A room with plain white-washed interior and dark beams, perhaps one window with a view of tree-dotted hills. Actors sit around three sides of a long table with six chairs so they face the audience. A blackboard is on wall behind them.

Costumes

- Announcer: modern-day outfit with a suit and tie
- Dons Montez and Yvacio: typical ranchero outfit with short jacket and frilly shirt
- All others: suits as typical of the clothing of that time as possible

Props

- Announcer: microphone
- William Richardson: paper and quill pen (feather attached to a regular pencil or pen if quill-type pen is not available)
- Name cards facing the audience in order to keep the cast members straight



- Many papers and large official-looking books should be scattered on the desk. Actually these can be copies of the script in case the actors need prompting.

Script: *A CONSTITUTION IS WRITTEN* - 2

Scene 1

As the scene opens, Stephen Young and William Richardson are seated at the table in the middle of the group. Richardson is writing on a piece of paper with a quill pen. The others are talking to each other in animated (but hushed) conversation. They freeze in position when the announcer, who is standing at the side of the set, begins talking.

AT ACTING TIP

When you are acting a part, put more expression into what you say than you would normally. Ignore the audience.

Shaw: *(Microphone in hand)* Ladies and gentlemen, this is Robert Shaw reporting for Station KXBC. We are fortunate that through the invention of a time machine we are able to go back in history to witness important events in the creation of our great state. Stephen Young, the governor appointed by the United States government, asked each of the towns throughout the territory to send a representative to this convention. If the territory is to become a state within the country of the United States, it must write a constitution—or set of laws or rules—explaining how the state will govern its residents. It is noteworthy that there are no women, Indians, blacks, or Orientals included in this group. William Richardson agreed to record the actions of this committee. Let's listen! Governor Young is beginning the convention now. *(Moves back offstage as Young begins to talk)*

Young: Gentlemen, gentlemen, if we are ever to complete our constitution, we must begin. Will everyone be seated. William, are you ready?

Richardson: Yes, Stephen, I'm ready. I feel we must first get down the main points we want included in our constitution. Later we can put in the small details and write our presentation in more acceptable language. Do you all agree?

Everyone: *(Nods in agreement)* Yes (or Si).

Levi: Stephen, I have carefully read the copy of the United States Constitution you gave me.

Montez: I have reviewed the constitutions of several of the states already in the union. They all have many things in common.

Yvacio: Must our constitution be like everyone else's?

Levi: Yes, I believe that there are certain things upon which we all must agree. Since they are the same decisions that others have made, we should learn from what they decided.

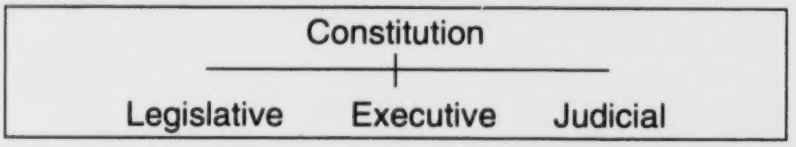
Yvacio: What might that be?

Levi: As with the United States Constitution, the states have all agreed that the government should be divided into three branches: the legislative, the executive, the judicial.

AT ACTING TIP

Neatly write this diagram on the blackboard, leaving room underneath for the information you will add later.

Richardson: Here, I will write that so all can see it. *(He rises and goes to the board and writes the following diagram.)*



Crocker: But what do these words mean. We must all agree on their meaning.

Young: Yes, Peter. You are right. David, what do you mean by the word legislative?

Levi: The Legislative Branch of the government would be the representatives who are elected by the people to make any new laws that might be needed.

Yvacio: *(Defensive, starting to argue)* And how many shall be chosen? I came from a part of the state that has very few people in it. We should have as many representatives as you do. It would not be fair for us to have any less.

Crocker: *(Getting upset)* But my area has many more people. It should have more representatives.

Young: Gentlemen, gentlemen. We cannot fight among ourselves if we are ever to accomplish anything. We must discuss and listen to other's opinions.

Montez: Stephen, I believe the people who wrote the United States Constitution have already solved that problem. They provided for two groups in the Legislative Branch: the Senate and the House of Representatives. The Senate has two representatives elected from each state, and the House of Representatives has representatives elected according to the population of the state.

Crocker: That does seem fair, but let us call the House of Representatives, the "Assembly," and keep the name "Senate," for our smaller house. Then, we can call the senate and assembly, the "Legislature," rather than Congress to distinguish the state government from the national. Not everything needs to be the same.

Young: That is agreeable with me. William, please review what we have done so far.

Richardson: *(Standing up, he moves back to the board. He adds "makes the laws" under Legislative; in a line under that he writes "Legislature"; then notes under that: "elected by people." He points to each area during his commentary.)* We have decided that the Constitution is of supreme importance. The government will be divided into three parts: Legislative, Executive, and Judicial. The Legislative Branch is further divided into

a Senate, where every county has two representatives, and an Assembly, where the number of representatives is based on how many people are in the county.

Young: Do you all agree with what we have done so far? *(All shake head in agreement, saying "Yes" or "Si." Then he continues.)* Is it agreeable to go to the judicial next?

Crocker: Why don't we do the Executive Branch? It comes next on the chart.

Young: That is true, Peter, but I feel we can probably all agree more on the judicial, but we will have more disagreement on the Executive Branch.

Crocker: Well, all right.

Young: Don Yvacio, what do you believe the Judicial Branch of the government should do?

Yvacio: I believe, from what I have read, that the Judicial Branch is made up of judges who insure that the laws which the legislature makes are legal. The laws must agree with what is being written in this constitution we are making. It should be the final and most important court in our territory—uh, state.

Richardson: *(Jokingly.)* You have no doubt that we will get our constitution written, Ricardo, and that we will become a state?

Yvacio: No doubt at all, William. I do think, however, it will take a long time if we have to discuss everything so completely.

Montez: You are right, Don Yvacio, but we must all agree. We must do a good enough job so that the people and the United States government will approve of what we have done.

Young: Yes, Don Jose, but let us get back to the task at hand. Do you agree that the Judicial Branch includes the judges that check the laws made to make certain that they agree with the constitution?

Everyone: *(Nods in agreement)* Yes (or Si).

Richardson: *(Stands, goes to the board and writes under judicial:* "makes certain laws made by legislature are legal according to the constitution"*)* Whew!

Young: Now, let us go on to the executive department.

Levi: Wait. We have not decided how many judges or how they will be chosen. I think they should be appointed, not elected. They must have special knowledge.

Montez I agree with David. The Congress is elected and the judicial is appointed.

Yvacio: Yes, but appointed by whom—the people? the Congress? the executive? ... Who?

Young: If you will allow us, may we put that aside for the time being, until we decide on the Executive Branch?

AT ACTING TIP

Each actor should try to determine what the personality was of the person he is portraying—soft-spoken, loud, argumentative, peacemaker, gentleman, rowdy. Try to portray that type of person.

Script: *A CONSTITUTION IS WRITTEN* - 5

Levi: All right, William, but you make a note to go back to this point.

Richardson: *(Leans over and writes on the paper in front of him with the quill pen.)* It is done, David!

Young: Now to the Executive Branch. Don Montez, what do the other states do with this?

Montez: The Executive Branch is only one person chosen by the people who makes certain that everyone obeys the laws. He has a cabinet of people to help him do his job. He is called the president in the United States government and a governor in the state governments.

Young: Do you all agree?

Everyone: *(Nods in agreement)* Yes (or Si).

Richardson: *(Stands, writes under Executive* Governor—makes certain laws are obeyed*)*

Yvacio: Wait a minute. I agree to what he does. But you said, "Chosen by the people." We have the Legislative Branch chosen by the people, and a judicial appointed by someone we haven't decided. Why can't the legislature choose the governor? Under Spanish rule we had a viceroy chosen by the king of Spain, and, under Mexican rule, we had a presidente, who was the head of the group that had the most people in the legislature. Why .... ? *(His voice fades away as the committee again becomes frozen in time.)*

Note: *At this point, your teacher will discuss any other important items that are of special interest to your particular state. Be prepared to participate.*

Shaw: *(Enters stage left)* Unfortunately, we are running out of time. We must leave the convention. The committee will finally decide that the people choose the governor, and that the governor appoints the judges and the Legislative Branch approves the appointment. They have many other decisions to make as well, such as: Who snould be allowed to vote? Women, for instance, were not allowed to vote, although they were allowed to own land in their own name. In Texas and California the conventions decided that blacks, Indians, and Orientals would not be able to vote. It took until the end of the Civil War before blacks were given the vote, and much later for women, Orientals, and Indians. New Mexico and Arizona entered the Union long after Texas and California. Many things had changed in the United States by that time.

The convention also had to decide issues: What should the borders of their states be? Should the state be a free state (California) or slave state (Texas)? What should be done about jointure (New Mexico and Arizona remaining as one state or dividing into two states)?

It took many months before the committee finished the constitution and sent it to the Congress of the United States for approval. Often, long debates took place there before its

members approved the territory for statehood and the president signed the papers making it a state. Statehood, eventually, did come to all of them.

Texas attained statehood in 1845 but seceded during the Civil War and joined the southern states. It had to revise its constitution before it was reaccepted in 1870.

California became a state in 1850. It never was a territory because the United States was eager to get the wealth of the state from the gold fields.

New Mexico and Arizona became separate territories in 1863 and received final approval for statehood in 1912.

In all cases, however, the people greeted statehood with much happiness—fiestas and barbecues—in true Southwestern style, with good food, dancing, and much celebration.

This is Robert Shaw. Thank you for watching KXBC.

Curtain closes.

Script: *LAND GRANT TRIAL* - 1

Cast

- Robert Shaw, announcer for KXBC
- Kenneth Collins, member of the government Land Commission
- John Smith, member of the government Land Commission
- Donald Mulhoney, member of the government Land Commission
- Recorder
- Bailiff
- David Jones, court-appointed investigator
- Señora Maria Chavez, defendant in first case
- Mr. Edwards, Señora Chavez' attorney
- Señor Jose Lopez, former alcalde in area
- Donald Peterson, squatter on Señora Chavez' land
- Señor Ruldopho Lorenzana, defendant in second case
- Doña Consuela Lorenzana, his wife
- Victoria Lorenzana, his daughter
- Peter Marshall, Señor Lorenzana's associate

Time

- Mid-1800s, after the United States took over the lands of the Southwest following the Mexican War

Setting

The Land Commission office set up as follows:

- The three commissioners sit at a center table
- To their immediate left is a small table for the recorder
- Behind the recorder along the back wall is a chair for the bailiff
- To the left of the commissioner's table is a table for the defendant and attorney
- To the immediate right is a chair for the person giving testimony
- Behind the chair is a row of chairs for all the other people and those waiting to give testimony
- Place all chairs and tables so everyone in play can see everyone else and the audience can easily see everyone

AT ACTING TIP

If you dress for your part as historically accurate as possible, your performance will be much more convincing.

Costumes

- Dressed as appropriate for the mid-1800s

Props

- Señor Lorenzana has an official paper as the land grant award from the government
- Disceño (map) for Señora Chavez and Señor Lorenzana

Script: *LAND GRANT TRIAL* - 2

- Name cards facing the audience in order to keep the cast members straight

- Many papers and large official-looking books should be scattered on the table; actually these can be copies of the script in case the actors need prompting

Scene 1

As the scene opens, everyone is in his/her place.

Shaw: *(Microphone in hand, steps forward)* Ladies and gentlemen, this is Robert Shaw reporting for Station KXBC. We are fortunate that through the invention of a time machine we are able to go back in history to witness important events in the creation of our great state. The time is the early 1850s soon after the Mexican War. The lands of the Southwest have now all become part of the United States. The Spanish and Mexican governments gave much of the property as land grants to the people who were willing to settle in the area. With the end of the war between Mexico and the United States, new people coming into the area objected to the ranchos having such vast spreads of land. Pressured into action, the Congress of the United States passed the Land Act. This Land Act stated that anyone who owned land under the Spanish and the Mexicans now had to prove that they had the legal ownership to their land. Land grant hearings were held for this purpose. Let's listen in on one in progress. *(Moves back out of sight as bailiff calls the hearing to order.)*

Bailiff: Order! Order! Please! This session of the United States Land Commission is now in session. Kenneth Collins, John Smith, and Donald Mulhoney are presiding.

Collins: Before we begin I would like to review why we are here and what we are attempting to do. Through the Treaty of Guadalupe Hidalgo, written in 1845 after the war between Mexico and the United States, the southwestern lands became part of the United States. The Congress of the United States enacted a Land Act in 1851. It required those holding lands to prove to the commission's satisfaction that they did hold title to their lands. They were given two years within which to present their petitions or they would forfeit all rights to the land. Do all those present understand?

The italicized copy in parentheses gives stage directions for your performance. If special problems arise in your class presentation, make a note of them on your script for a smoother performance.

Everyone: *(Nods in agreement)* Yes (or Si).

Smith: We will begin today's session with the claimant, Señora Maria Chavez. Please come forward and be seated. *(Señora Chavez and her attorney, Mr. Edwards, move from the waiting area to the witness table.)*

Mulhoney: Do you speak English, Señora Chavez?

Chavez: Si, señor, un poquito. I mean a little.

Edwards: I am the lawyer for Señora Chavez. Since I speak both English and Spanish, I will be able to translate at any time it might be necessary.

Collins: Señora Chavez, you state that you own 10,596 acres of land, identified as Rancho La Cañada. Is that correct?

Edwards: *(Translates this into Spanish for Señora Chavez)*

Chavez: Si, señor.

Collins: What proof do you have? Do you have a disceño, or map, of your lands? Do you have your original petition to the Spanish or Mexican governor? *(Edwards and Señora Chavez talk quietly in Spanish.)*

Edwards: Señora Chavez has asked me to speak for her. She was unable to find the original petition, but she does have the disceño made by her husband and Señor Lopez, the former alcalde of the area. It was made in April 1822.

Smith: Is Señor Lopez in the room?

Lopez: *(Stands up)* Yes, señor.

Smith: *(Motions to the chair right of the commissioner's table)* Please be seated here.

Collins: Did you assist Señora Chavez's husband in making the disceño in April 1822?

Lopez: Si, señor. Don Chavez and I measured the land in the usual way. We began at the rock outcropping next to the Santa Maria River as shown on the disceño. I held one end of a lariat with a stake attached to it, while Señor Chavez rode on ahead with the other end of the lariat attached to a stake. When the lariat was stretched tight, he stuck the stake of his end of the lariat into the ground. I removed the stake from the ground and rode past his stake for the length of the rope. We continued in this way to the grove of oak trees, then south to a point where we piled eight good-sized rocks, then west to a small waterfall in the Santa Maria River. Next, we followed the river northward to the original outcropping of boulders. As we rode, we recorded the distance and landmarks on the disceño. Señor Chavez broke off branches of trees and scattered handfuls of grass in all four directions according to the custom for legally claiming the land.

Smith: Did Mr. Chavez live on his land? Did he build a house, have herds of cattle grazing the land, and grow crops?

Lopez: To the best of my knowledge he did all of those things.

Mulhoney: Thank you, Señor Lopez. *(Turns to Mr. Edwards)* Mr. Edwards, does your client, Señora Chavez, agree with what has been said?

Chavez: *(Consults with Edwards in Spanish, nods her head)* Si, commissioner. I agree.

Smith: Mr. Lopez, you are excused. Thank you. Is David Jones in the room? *(Señor Lopez returns to his chair in the waiting area.)*

AT ACTING TIP

When you are acting a part, try to imagine that you are the person and speak and walk as that person would.

Jones: *(David Jones comes forward and sits in the witness chair.)* Present, commissioner.

Collins: As an investigator for the Land Commission, did you go to Rancho La Cañada and follow the borders indicated by the disceño?

Jones: I attempted to. The rock outcropping is still there; however, the grove of trees has been cut down and the river is now a dry creek bed. I did locate several piles of rocks but could not determine how long they had been there, or if they were the ones indicated in the disceño, since no one pile contained eight rocks. There was, of course, no longer a waterfall. I saw a herd of perhaps 500 cattle grazing near the large boulders. There was a ranch house, but it was in run-down condition. I doubt that it is habitable today. Also, near the dry river bed, I observed a crude dwelling, a wagon, and a family consisting of a man, a woman, and three children. These people called themselves the Petersons. They had a few milk cows, chickens, pigs, and a dog. They informed me that they had not found anyone on the land, so they assumed it did not belong to anyone. They were claiming it by rights of settling on it.

Collins: Thank you, Mr. Jones. You are excused. Is Mr. Peterson present?

Peterson: Here, commissioner.

Collins: Mr. Peterson, please be seated. *(Mr. Peterson comes forward and sits in the witness chair.)*

Smith: Am I correct in assuming that you and your family are squatters on the land in question and that you are planning to make an official claim to the land?

Peterson: Yes, sir. My family and I saw no one on the land. When we went to the ranch house, we could see that no one was living there. The house did not look like anyone had been living in it for some time. As the inspector said, there were cattle, but they were on the other end of the land. No people or animals were using the land we were on.

Chavez: *(Speaks out angrily, shaking her fist)* They have no right to the land. It is my land. It is land that my husband claimed long ago. If he were here today, he could prove it. It is wrong for you to turn me out of my land.

Mulhoney: Señora Chavez, you must control yourself. We are only trying to determine what the facts are in this case. Mr. Edwards, please make certain there are no further outbursts from your client. *(Turns to Mr. Peterson)* You are excused. *(Turns back to Señora Chavez)* By the way, Mrs. Chavez, are you living on the property now?

Edwards: I can answer for Señora Chavez. She moved into town when her husband died and is living with her married daughter. She was afraid to live on the rancho by herself.

Smith: Thank you, Mr. Edwards. *(Turns to his fellow commissioners)* Do you feel we have enough information to consider a decision in Señora Chavez' case?

Collins: Yes, but I feel our discussion must be private. *(Mulhoney nods in agreement)*

Smith: *(Turns to the audience and Señora Chavez)* The commission will retire to private chambers to make a decision in this case. We will reconvene in one hour. *(Everyone stands, commissioners leave; small conversations begin among the groups of people; some leave.)*

Scene 2

As the scene opens, people are milling around the room talking quietly in small groups.

Bailiff: Order! Order, please! This session of the United States Land Commission is reconvened. Commissioners Kenneth Collins, John Smith, and Donald Mulhoney presiding. *(Commissioners enter and are seated; everyone is seated as before.)*

Smith: Señora Chavez, we have carefully reviewed your case. You do not have your original petition to the Spanish governor. Nor are the landmarks on the disceño valid now. You do not live on the land, and there were only a very few cattle. Therefore, we can only assume that it is not a true working ranch. We must therefore rule against you and find that you do not have a valid grant.

Chavez: *(Gasps and starts to cry)* You cannot put me off my land!

Collins: Mr. Edwards, will you inform your client that she has the right to appeal our decision to the United States District Court.

Edwards: We will appeal, commissioners. *(Leads a crying Señora Chavez offstage, holding his arm around her)* It is not the end, Maria. You can still appeal the decision. When they hear of your plight, they may overturn this decision.

Chavez: I am so distressed. Where will I get the money to live on—and to pay you? *(Both depart the stage.)*

Collins: We will now hear from Señor Lorenzana and his claim to Rancho Santa Maria de El Cajon. Is Señor Lorenzana present?

Lorenzana: Si, commissioner. My associate, Peter Marshall, will assist me.

Collins: Please be seated. *(Lorenzana and Marshall sit at the witness table)* What evidence do you have that the 14,569-acre Rancho Santa Maria de El Cajon is your property?

Lorenzana: I believe that you shall find everything in order, commissioners. Here is the petition signed by the governor and here is the disceño of the property. Señor Lopez, the former alcalde assisted me in my claim for the land grant. Jose and Pedro, my two vaqueros, were present as well. They will testify if you desire.

Marshall: *(Stands and carries the papers to the commissioner's table)* Here is the evidence.

Collins: Thank you, Mr. Marshall. Is Mr. David Jones present? *(Marshall returns to his place.)*

Jones: Yes, commissioners. *(Jones takes the witness seat.)*

Mulhoney: Have you, as an investigator for the commission, had an opportunity to check the landmarks indicated on the disceño?

Jones: Yes, I have. I found that they were all as stated. I began at a post pounded into the ground in the northeast corner of the property. On it was carved 'Northeast corner: Land Grant 1824—Rancho Santa Maria de El Cajon.' I then rode south to another post carved in a similar fashion, then I rode west. I was unable to locate the post, but it was evident that the ground had recently been disturbed. It is my belief that the post had been removed within the last week or so. There was evidence of a camp with a burned-out campfire and trampled ground near where the post would have been. I then rode north to the rock outcrop indicated on the disceño as the starting point. Next, I visited the rancho. The buildings were all in good repair. The house was definitely being occupied and was cleaned and well cared for. There was a fountain in the patio with many flowers. The groves, vineyards, and gardens were well tended. The Lorenzana family invited me to a fine meal and we visited at length. Señor Lorenzana and I rode around the rancho. I saw large herds of fine cattle and sheep and fields of wheat. This was definitely a well cared for working ranch.

AT
ACTING TIP

This is a lengthy part. If you can memorize it, your performance will be more convincing.

Collins: Thank you, Mr. Jones. You are excused. Is Señor Lopez present?

Lopez: Si, señor commissioner.

Collins: Señor Lorenzana stated that you were present when he originally took possession of the grant. Is this true?

Lopez: *(Stands and carries the papers to the commissioner's table)* Si, señor. Over the years I have attended many fine fiestas at Don Lorenzana's rancho. Although they do come to town to visit and for supplies, they live on their rancho and always have.

Smith: Thank you, Señor Lopez. You are excused. *(Writes something on a piece of paper and passes it to the other commissioners. They nod their heads in agreement to what he has written.)* Señor Lorenzana, the commissioners are unanimous in their agreement that the lands of Santa Maria de El Cajon do belong to you. All of your papers are in order, your claim is hereby approved.

Lorenzana: Muchas gracias, commissioners. We are thankful for your decision. But, señors, may I ask a question?

Collins: Certainly, Señor Lorenzana.

Lorenzana: As with Mrs. Chavez we have recently had many—how do you call them—squatters who have tried to move on to our lands. My vaqueros and I have had a difficult time convincing them that they must leave. Is there any way in which the United States government can help us?

Collins: I wish it were possible, Señor Lorenzana, but we are short of the necessary troops to enforce the laws over such a large area. However, you may now post signs announcing that the land is legally yours and that your grant has been approved. That may discourage squatters from attempting to settle on your land.

Lorenzana: Thank you, commissioners. On behalf of my wife, Doña Consuela Lorenzana, and myself, I would like to invite you and everyone here to a fiesta at our Rancho Santa Maria de El Cajon one month from now. We are celebrating not only the approval of our land grant, but the upcoming marriage of our beloved daughter, Victoria, to our very good friend and business associate from the United States, Peter Marshall.

Everyone: *(Smiles, applauds)* Bravo! *(Everyone freezes in place, yet appear to be talking with one another.)*

Shaw: *(Appearing from offstage)* Things ended happily for Señor Lorenzana, for the present. In one state there were more than 800 land grant claims, and only 209 were rejected. However, many factors worked together to bring an end to the days of the dons and their ranchos. Despite the fact the Land Commis-

sions were only in operation for two years, it often took many years for the appeals to become final. And all of this cost money. The rancheros had been wealthy in land and cattle, but never in money. Many of them were forced to sell parts of their ranchos. Often they sold at very low prices because they could not prove legal title to the land. Others borrowed money that they could not repay because the price of beef dropped. There were many foreclosures on these loans. To add to their problems, a severe drought destroyed the hopes of many of the remaining dons—cattle died and crops failed. With the necessity to pay taxes as well, nearly all the ranchos were eventually sold. This short period of history—the days of the dons and their ranchos—lasted only about 25 years. Some dons and their families eventually moved to Mexico where they could continue their lifestyle. Some moved to the cities and used what money they could get for their ranchos to buy hotels and other businesses. Some died in poverty. Whatever happened, however, their days as dons living on huge ranchos were over. As the missions had taken the land from the Indians, and the rancheros took the land from the missions, so it was that the Americans now took the land from the rancheros. This is Robert Shaw. Thank you for watching KXBC.

Curtain closes.

WHAT HAPPENED WHEN AND WHERE CHART (1821-1900s)

Mexico	Arizona	California	New Mexico	Texas	United States
1821-1900s					
		1839 Sutter established fort		1835 Citizens revolted against Mexico; became republic	
1846 Mexican War	1846 Became United States territory	1846 Became United States territory 1848 Gold discovered 1850 Statehood attained	1846 Became United States territory	1845 Statehood attained	1846 War with Mexico
	1854 Gadsden Purchase		1854 Gadsden Purchase		
		1860 Pony Express			1860 Pony Express
	1861 Civil War	1861 Civil War	1861 Civil War; land given to Colorado	1861 Civil War; joined Confederate states	1861 Civil War
	1863 Became separate territory		1863 Became separate territory		
				1870 Readmitted to U.S.	1867 Purchased Alaska
	1880s Railroads cross United States	1880s Railroads cross United States	1880s Railroads cross United States	1880s Railroads cross United States	1880s Railroads cross country
	1885 Indians under Geronimo uprise		1885 Indians under Geronimo uprise		
					1898 War with Spain
1900					
	1912 Statehood attained		1912 Statehood attained		

Timeline: RANCHOS/STATEHOOD - 1

Note: *In this Timeline, events happening elsewhere in the world are italicized.*

1810-1854

1810 September 16, Miguel Hidalgo y Costilla, a Creole priest, led a Mexican revolt against the Spanish. His captors executed him.

1815 Frenchman Napoleon Bonaparte defeated at Waterloo, Belgium, ending the Napoleonic Wars in Europe.

1820 Agustin de Iturbide defeated the Spaniards and became emperor of Mexico in December.

1821 Texas, Arizona, New Mexico, and California became provinces of Mexico when Mexico declared its independence from Spain.

1821 Moses Austin, called an impresario, issued a land grant in Texas. In California, land grants given to the influential Spanish and Mexicans became ranchos.

1823 Monroe Doctrine sent to countries threatening Latin American countries.

1824 Simon Bolivar and Antonio Jose de Sucre defeated Spaniards, gaining independence for Latin American countries.

1824 Mexicans, led by Antonio López de Santa Anna, revolted against Agustin de Iturbide.

1830 Mexico halted Anglo-American immigration to Texas.

1835 General Antonio López de Santa Anna became dictator of the republic. The American colonists in Texas revolted.

1836 Santa Anna attacked the Alamo. Texas leaders declared independence from Mexico.

1839 John Sutter arrived in California and established a fort named New Helvetia.

1841 Bidwell Bartleson and his party of Americans reached California by land.

1844 Mexico completed sale of all its mission property.

1845 The United States annexed Texas, and it became a state.

1846 War fought between Mexico and the United States.

1847 Mexicans surrendered; the Treaty of Guadalupe Hidalgo signed; and Mexico ceded California, Nevada, Utah, most of Arizona, and parts of New Mexico, Colorado, and Wyoming to the United States.

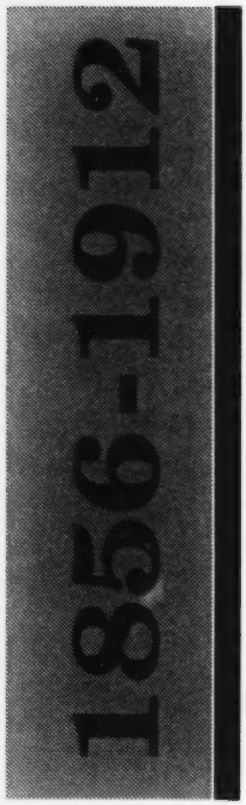
1848 John Marshall discovered gold at Sutter's Fort.

1849 The Gold Rush in California began.

1850 California, the 31st state, entered the union September 9 as a free state. Congress created the Territory of New Mexico that included the present states of New Mexico, Arizona, and part of Colorado.

1854 Through the Gadsden Purchase, the United States acquired parts of Arizona and New Mexico for $10,000,000.

Timeline: RANCHOS/STATEHOOD - 2



1856	The United States Congress ignored Arizona's petition for status as a separate territory.
1860	Pony Express established.
1861	Civil War started. The government withdrew federal troops from the Arizona territory. Tucson remained only white outpost in the Arizona territory. Apache Indians led by Cochise attacked white settlers.
1861	Territory of Colorado formed, reducing the territory of New Mexico.
1861	Texas seceded from the United States and joined the Confederate States of America.
1862	Confederate troops from El Paso captured Albuquerque and Santa Fe. California rancho land grants challenged in court.
1863	Territory of Arizona formed, reducing size of New Mexico.
1865	Civil War ended.
1867	*United States bought Alaska from Russia for $7,200,000.*
1869	*Suez Canal opened, joining Mediterranean Sea to the Red Sea.*
1870	United States Congress readmitted Texas to the Union.
1876	Cattlemen in New Mexico fought the Lincoln County War until 1878.
1880s	Railroads came to the Southwest.
1885	Geronimo, one of the last hostile Apache chiefs, spread terror throughout New Mexico and Arizona.
1886	Geronimo surrendered.
1891	Arizona sought statehood to the United States.
1898	Spanish-American War. United States took possession of the Philippines, Guam, and Puerto Rico.
1905	United States Congress approved admission of Arizona and New Mexico as one state—an action unpopular in both areas.
1910	Congress approved admission of Arizona and New Mexico as two states.
1912	New Mexico became the 47th state on January 6; Arizona became the 48th state on February 14.

Glossary: RANCHOS/STATEHOOD

- ***annexation*** process of joining or adding to a larger or more important thing or country
- ***barter*** to trade one good or service for another without using money
- ***beaver*** an animal that early trappers sought for their furs
- ***cede*** to give up, surrender, or hand over land to another country
- ***colony*** a group of people living in a new territory, but retaining ties with the place where they lived before
- ***convention*** a meeting called for a special purpose; gathering or assembly
- ***empresarios*** Americans who received land grants from the Mexicans in order to establish colonies and brought American settlers into the area
- ***frontier*** that part of a country where people have not yet settled
- ***land grant*** the gifts of land given by the Spanish and Mexican governments

- ***mountain men*** trappers and explorers who traveled over the mountains to find furs and explore new lands
- ***pioneer*** a person who first explores or settles a new region, leading the way for others to follow
- ***plaza*** a town square, usually found in the center of a pueblo
- ***ranchero*** an owner and person in charge of the Californio ranch
- ***rancho*** a livestock farm or ranch of the Californios
- ***rebel*** a person who fights against the government in power
- ***rodeo*** a roundup of the rancho's cattle for branding or sale
- ***slavery*** a system where one person is allowed to own and control another person
- ***vaquero*** a cowboy who works on a rancho
- ***vigilante*** a person who takes the law into his or her own hands, capturing and punishing people without having the right to do so

Pre/Post Test: RANCHOS/STATEHOOD - 1

Name _____

Part 1: Fill in the blank spaces using these words:

Land commissions, constitution, Spain, gold, Santa Fe Trail, jointure.

1. Mexico won its independence from _____.

2. In order to become a state in the United States, a territory is required to write a _____.

3. The famous trail that ran from Independence, Missouri, to Santa Fe, New Mexico, was called the _____.

4. _____ held trials to determine whether people really owned their land.

5. _____ was what the Congress of the United States called the joining of the territories of New Mexico and Arizona into one state.

6. _____ was discovered in California in 1848.

Pre/Post Test: RANCHOS/STATEHOOD - 2

Part 2: Draw lines attaching these dates to the events:

1492	a. American Revolution began.
1540	b. Kino established missions in Arizona.
1598	c. Columbus discovered America.
1680	d. Portola and Serra established mission and presidio in San Diego.
1769	e. Onate established first Spanish settlement in New Mexico.
1776	f. Coronado explored the Southwest, trying to find the Seven Cities of Cibola.

Now try these:

1821	g. Gold Rush began in California.
1821	h. Mexicans won their independence from Spain.
1821	i. California became a state.
1845	j. Austin's colonists settled in Texas.
1846	k. New Mexico and Arizona became states.
1849	l. Santa Fe Trail established.
1850	m. Texas became a state.
1854	n. New Mexico Territory divided between New Mexico and Arizona.
1861	o. Gadsden Purchase made.
1963	p. United States and Mexico went to war.
1912	q. Outbreak of Civil War.

Enrichment Projects: RANCHOS/STATEHOOD

Instructions: Choose one or more of the following activities to complete during this phase. You may work with a friend or two. Your teacher may expect you to do these activities as homework or may give you time to complete them in class.

Phase 5 project choices

If you wish to undertake a project not listed here, talk it over with your teacher.

- Plan a game such as "What's My Line?" using names of famous people of the time. Write the dialog.
- Write a report about pirates of the Caribbean and their attacks along the coastal waters of Texas.
- Make a chart showing appropriate clothing for various rancho affairs. Perhaps dress a doll in one of the costumes.
- Write a report on typical food served on a rancho.
- Write a report describing how today's rodeo events originated.
- Create a model of Sutter's Fort or a rancho.
- Research famous brands of the Southwest. Write a report, including drawings of some of these brands.
- Research and write a report on the events in the Mexican War for Independence.
- Pretending you are a member of a pioneer wagon train heading to the Southwest, write a letter to a friend describing a day in your travel.
- Write a report on the different methods of mining gold. Include the history of man's fascination with this precious metal.
- Create a poster encouraging people to migrate to your state. Describe your state's many benefits.
- Read *The Celebrated Jumping Frog of Calaveras County.* Based on this story, write a presentation for a Reader's Theater production.
- Write a report on a famous romance during this era (e.g., Rezanov-Aruello, Fitch-Carrillo, Ramona-Alejandro).

How to write a project summary

1. All projects, regardless of type, require a "summary" sheet which should be constructed as follows:

   Title

   Name
   Class Name
   Teacher's Name
   (Write a paragraph of six to 10 sentences which describes the **purpose** of the project and **what** it generally is about.)

   Note: *The name can be either your name or your team's name depending on whether this is an individual or group project.*

2. Attach this summary to your work.

Introduction to Phase 6: Fiesta

The purpose of this phase is to have students conduct a Mexican-style party called a "fiesta" that serves two purposes: first, it acts to review important items in the Hispanic history of the United States; and, second, it provides a "fun" experience which should leave students with empathy for Americans of Hispanic ethnic origin.

During this phase, the classroom is organized into seven teams. Each team is given two responsibilities: one is to help with the fiesta preparations; and, two, is to devise one scene of a Hispanic-American history tableau which will act as the entertainment for the fiesta.

Before the simulation begins

TT TEACHING TIP

Everyone loves a party! If you know someone who plays an instrument or performs a dance, invite them to participate. It will add to the fun.

1. Decide when and where you are going to hold the fiesta. If you have a cafeteria, we suggest you use this facility getting either the cafeteria workers or several volunteer mothers to help with food preparation. The best time would be on a Friday from lunch on, but of course this time may not fit your circumstances.

2. The fiesta can be held quite simply in your classroom with a minimum of food (such as bunuelos) with the settings for the tableaux being set up around the perimeter of the room.

3. Read over the student directions for PLANNING A FIESTA and for PLANNING A TABLEAU. Obtain any materials you think students will be unable to acquire for themselves. (You might wait on this until you have talked to your students since they often prove to be quite resourceful.)

4. Duplicate the following:
   - BACKGROUND ESSAY: FIESTA (class set)
   - PLANNING A FIESTA (class set)
   - PLANNING A TABLEAU (class set)

Directions for sequencing activities

Getting started

1. Divide the class into seven teams. Have each team appoint a chairperson.

2. Pass out PLANNING A FIESTA. Then assign each team one of the following duties:

   - Decorations: Flowers, placemats, streamers, and confetti
   - Decorations: Cascarones (optional) and a piñata
   - Food: Main courses of tacos and refried beans, plus other dishes (optional)
   - Food: Drink (usually punch) and dessert (usually bunuelos)
   - Music: Tapes or CDs of Mexican music with players, if necessary
   - Dances: Arrange for Mexican dances to be demonstrated either by doing them as a group, by showing a film or tape of a recorded group, or by having a guest group of Mexican dancers perform.
   - Display table: Arrange a display of all teams' work from previous phases showing the Native Americans of the Southwest, the Spanish explorers, the padre founders of the missions, the rancheros, and the Anglo-American pioneers.

3. Pass out PLANNING A TABLEAU. Assign students to re-create each scene. The tableaux may be limited to events in one state or they may include events from each of the states in the Southwest, such as:

   - California history: Tableau of Father Serra talking with mission Indians
   - California history: Tableau of rancho scene with a fandango in progress

TT TEACHING TIP

The tableaux are similar to the Pageant of the Masters given each year at Laguna Beach, California. If you have ever seen the show or read about it, share your experience with your students.

- Texas history: Tableau of Austin's group negotiating with the Mexicans
- Texas history: Tableau of a scene at the Alamo
- New Mexico history: Tableau of a Pueblo Indian village
- New Mexico history: Tableau of the arrival of visitors to Santa Fe in the days of the Santa Fe Trail
- Arizona history: Tableau of Apache uprising against the settlers
- Arizona history: Tableau of a miner with pick and shovel

4. Allow several days for planning and preparation.

5. Conduct the fiesta. Present the tableaux as entertainment. As indicated previously these activities may be planned for an evening when parents can attend. They can also involve more than one classroom participating in this simulation.

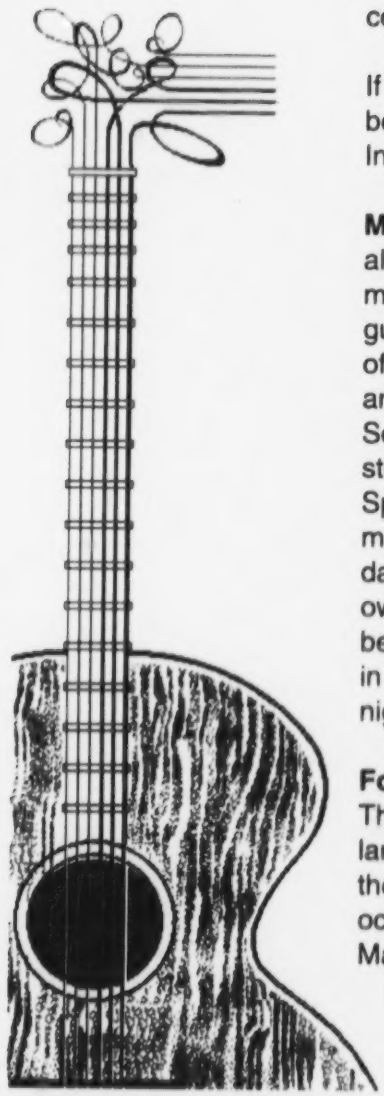
TT TEACHING TIP

If you do plan to hold the fiesta as a school "event," make sure you inform your administration and parents well in advance.

Background Essay: FIESTA - 1

The importance of fiestas During the mission and rancho days, the Spanish and Mexicans who lived in the Southwest eagerly looked forward to their fiestas. They were held to celebrate religious holidays, the end of cattle roundups, the arrival of important visitors, special occasions such as weddings and births—or at any other time they had the need to express joy. Since there were few special events to entertain the settlers of the early Southwest, fiestas were always important occasions.

Generally, church services were held before any of the festivities. Then the rest of the day included exciting events: horse races, cock chases and fights, tailing the bull, and bull and bear fights. Some of their games seem cruel to us today, but at that time they were common throughout Spain and Mexico, as well as other countries.

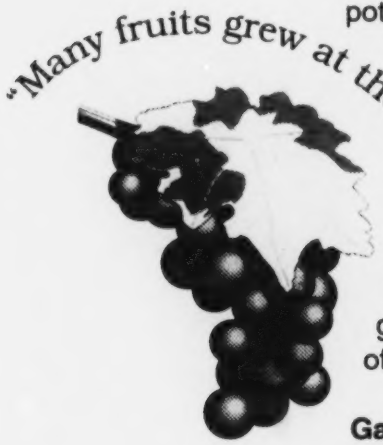


If the people were celebrating a religious holiday, little plays might be performed as well, particularly at Christmas. Many of the Indians loved the processions and ritual of the church.

Music Fiestas always had plenty of music with special songs for all occasions. Some of the priests had trained the Indians to play musical instruments usually found in Europe—the violin, trumpet, guitar, and flute. The Indians also played their native instruments of simple flutes, whistles, and rattles. The Indians enjoyed singing and were taught the white man's songs. The settlers in the Southwest loved to dance and were eager to learn any new dance step that was taught to them by people arriving from Mexico or Spain. The dancers gathered in the center of the plaza, and musicians formed a circle around them. The Indians, too, enjoyed dancing. They painted their bodies in bright colors, played their own music, and danced round and round much as they had done before the white man arrived. The children would clap their hands in time to the whistles or rattles. These dances lasted far into the night for both the Indians and the white man.

Food Another important part of a fiesta was the plentiful food. There was always a variety of meats barbecuing over open spits: lamb, pork, or beef, or all three. A spicy meat sauce simmered on the stoves. Special breads and tortillas were baked for the occasion. Fresh vegetables and fruits were cleaned and set out. Many fruits grew at the missions or ranchos: pears, peaches, plums, oranges, lemons, pomegranates, apples, dates, figs, cherries, melons, and grapes. Some of the grapes were made into wines, and others were dried to make raisins.

Background Essay: FIESTA - 2



The vegetables were corn, squash, peas, beans, and white potatoes. Everyone dressed in the finest, brightest clothes they had. The horses were decorated with tassels and ribbons. The Indians had streaks of red, yellow, white, and black painted on their bodies, and they adorned their clothing with feathers and shells. At Christmas time, the Mission Indians received new blue tunics and shirts. If the weather was chilly, the Indians wore gaily striped blankets wrapped around their shoulders. The women and girls wore blouses embroidered with flowers. They wore crowns of braided yellow and white daisies in their hair.

Games The Indians, both children and adults, played games and had races. One of the Indian's favorite games was the "guessing game." Two players, facing each other, placed a pile of sticks on the ground between them. The players would take turns hiding a stick and guessing which hand the stick was in. They played until one person had all the sticks.

A fiesta was a happy time for everyone and was a well-deserved break in their otherwise busy working days.

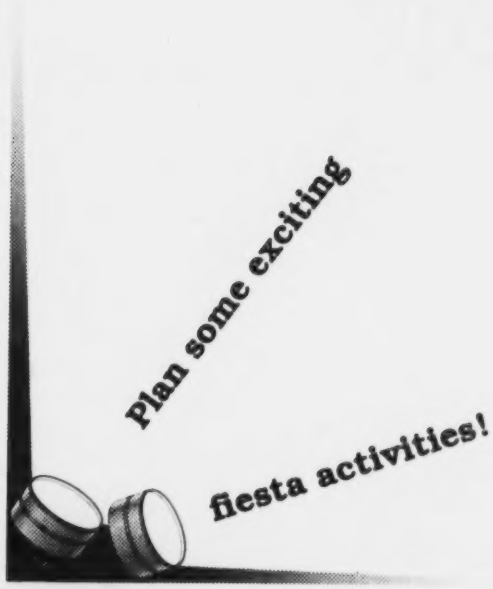
PLANNING A FIESTA - 1

Fiestas are a great deal of fun. You might consider holding your fiesta at night so that parents will be able to attend. Perhaps several classrooms participating in the simulation at the same time could hold their fiestas together.

All the children should share in the fun of a fiesta by helping in its preparation. Divide the class into teams to work on the following:

Decorations Your fiesta may be held outdoors or in a classroom. If held indoors, arrange the desks in a huge square or circle with the center area free for the games and dances. The decorations will be the same in either case. Decorations for a fiesta are always colorful and bright. You need large paper flowers, woven placemats, streamers, confetti, cascarones, and a piñata. All of these are easily made.

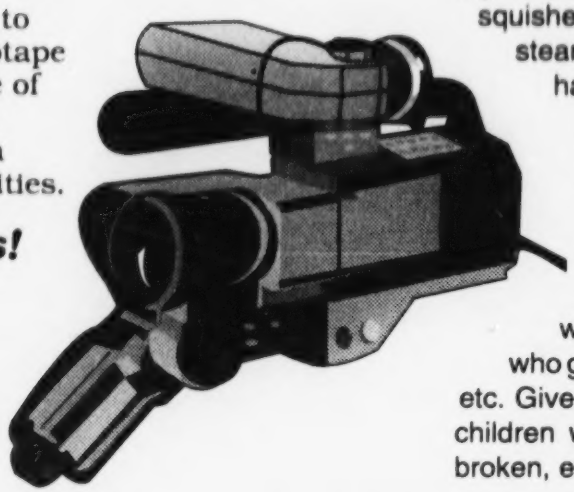
- ***Flowers*** To make the large flowers, cut six to 10 circles of tissue paper (about the diameter of a dinner plate). Staple the circles together in the center and squish the individual circles of tissue toward the staple until they look like flowers. You will need a great many flowers to attach to the walls, to place on the serving and eating tables, and to be worn by the girls in their hair.
- ***Placemats*** To make colorful placemats, fold in half lengthwise a piece of brightly colored construction paper. Cut one-inch strips from the fold to within an inch of the edge. Using strips of other colors of paper, weave the different colors into the larger paper in any design desired. Cover the tables with white butcher paper, put the food on placemats, and scatter streamers and flowers around it.
- ***Steamers and confetti*** These can be purchased or cut from crepe paper. ***Remember:*** You will need to clean up the steamers and confetti at the end of the fiesta.
- ***Cascarones*** People broke these colorful eggs over each other's heads at Easter time. Carefully poke a small hole in each end of an eggshell, blow out the egg, and wash the shell thoroughly. Paint the eggs with brightly colored designs (water colors or dyes) and stuff with confetti. Cover the holes with small squares of colored tissue paper. ***Remember:*** *You do the clean up.*



PLANNING A FIESTA - 2

Plan to videotape some of your fiesta activities.

Yes!



- ***Piñata*** Use a blown-up balloon as the base of the piñata. Papier mache the balloon, leaving an opening to fill the piñata. Cover the papier mache with squished one-inch squares of tissue paper and steamers. Don't make it too sturdy or you'll have trouble breaking it. Fill the piñata with individually wrapped pieces of candy. Suspend the piñata from the ceiling, or a tree if it is to be broken outside, so the piñata swings easily. Attach a rope to it so someone can move it around while a blind-folded child attempts to break it with a heavy stick. Draw numbers to see who gets to try to break the piñata first, second, etc. Give each person three tries. Keep all other children well back because, when the piñata is broken, everyone will dive to get the candy.

Food The easiest basic menu for a fiesta includes tostadas, enchilada casserole, tamales, guacamole dip, chips, bunuelos, fresh fruit, milk or punch. The amount of cooking you wish to do in class will be determined by your facilities, the age of your students, and the amount of adult supervisors. Students may prepare the fruits, vegetables, and cheeses in class. *The more the students can do, the more they will enjoy and appreciate their fiesta food.* If necessary, prepare the following at home and bring to the class in containers to keep everything warm.

- ***Hamburger*** fried with dry taco sauce
- ***Tortillas*** fried in one or two inches of fat, drained, and placed between paper towels and wrapped in a cloth towel
- ***Refried beans*** heat canned beans
- ***Enchilada casserole*** follow the instructions on a dry enchilada sauce package
- ***Tamales*** buy prepared ones and heat them at home
- ***Bunuelos*** see recipe on page 7:9.

Music Music is an important element of a fiesta. Appropriate records and tapes should be played. If no one has mariachia or other Mexican music records, request some from a local radio station or check a local library.

Dances Everyone dances at a fiesta. It is difficult to describe dances by only writing about them. Check your local telephone book and look for Mexican dance groups that might be willing to perform dances or even instruct your students in some of the basic

steps of dances such as the Mexican Hat Dance. Here are some popular Mexican dances:

- ***El Jarabe*** (harabe) Couples dance, imitating the clicking of hoofs and the pawing and prancing of horses.
- ***Los Viejetos*** (ve-ay-hee'-tos) little old men. Strong young men dancing and acting as weak, old men.
- ***Los Apaches*** (los ah-pah'-chees) Dance of the Apaches has 16 Apaches, a devil, and two small boys called changos or monkeys.
- ***Dance of Straw Bull*** This dance has no definite steps. While music is being played, the bull and the horse stage a sham bullfight with an Apache jumping around aiming his arrow at them. Music ends and all applaud with clapping and shouts of "Bravo!" and "Viva!"
- ***La Botella*** A couples dance from the Southern states of Mexico featuring a series of steps toward and around a tall bottle until it overturns.
- ***Ballet Folklorico de Mexico*** staged by Amalia Hernandez. This group is the official folk dance group from Mexico, and their performances are delightful. A videotape is available for approximately $32 from Million Dollar Video Corp., 5900 Wilshire Blvd., Suite 500. Los Angeles, CA 90036, USA. (213) 933-1616 or 1 (800) 444-8840. You might want to check your local library to see if it has a copy.

Costumes Costumes make everyone feel more a part of the festival. Students should have no trouble coming up with something: wide-brimmed hats, long brightly colored skirts, simple summer blouses, sashes, serapes, fancy long dresses, simple Native American clothing, or elaborate headdresses of the chiefs or priests. You may wish to require that all costumes be put together by the children—no rented costumes. Teachers, aides, and parents will enjoy the fiesta more if they, too, are in costume.

Activities Indian games, mock bullfights, races, tug-of-wars are just a few of the activities that can be planned.

Display This is also a good time to display everything the students have made during the simulation: montages and relief maps from Phase 1; Book of Legends from Phase 2; explorer's games from Phase 3; mission videotape from Phase 4; possibly videotapes from Phase 5; plus some of the outstanding Optional Activities and Enrichment Projects from all phases.

BUNUELOS

Delicious little desserts, bunuelos are deep-fat fried batter. They may be served plain but are usually sprinkled with cinnamon and sugar or with thin honey. A favorite way to serve them is to break pieces into a large bowl and cover with a thin brown sugar syrup flavored with stick cinnamon. Bunuelos go especially well with fresh fruit and are particularly good when freshly made and warm. You will want a parent or adult helper to do the actual frying, but the students could form and roll the dough.

- 4 cups sifted flour
- 1 T sugar
- 1 tsp. baking powder
- 1 tsp. salt
- 1/4 cup melted butter
- 2 eggs
- 1/2 cup milk

Directions:

1. Sift together the flour, sugar, baking powder, and salt.
2. Add the eggs, beaten with the milk, and the melted butter.
3. Mix into a soft dough, turn out onto a floured board, and knead until smooth.
4. Divide the dough into walnut-sized pieces, and rub each with a little shortening to prevent them from sticking together.
5. Cover with a cloth and let stand 20 minutes.
6. Make each ball into a very thin, flat pancake, using a rolling pin or hands, tortilla style. Children can help to do this step.
7. Let these stand a few minutes before frying in deep hot fat until puffed and brown.

From *Elena's Fiesta Recipes*

TABLEAUX - 1

A tableau is a living picture. The people in the picture are dressed in costumes and are holding props in front of a backdrop appropriate to an important event.

With the curtains closed, the narrator tells (or reads) about one event that occurred in the history of a state or the Southwest. The curtains open to show that event. *The people in the picture remain silent and motionless, as if frozen in time.* The curtain closes and the narrator continues, telling about another event. Behind the curtain the scene is quickly and quietly changed. The curtain opens to a new event that has just been described. In this way you can show a series of events with only the narrator reading the script to explain what has happened. The number of scenes depends on what you want to tell your audience and the amount of time you have for preparation.

The tableaux are similar to the Pageant of the Masters given each year at Laguna Beach, California. If you have ever seen the show or read about it, share your experience with your classmates.

Music is an important part of your tableau. The music should be very soft while the narrator is reading and then becomes louder while the scene is being shown to the audience.

1. Choose important events in a Southwestern state's history and list the scenes that would illustrate the highlights of that history.

Arizona

- Indian village—Mogollan, Pima, Papago, Navajo, or Apache
- Father Kino going across country meeting with the Indians
- Apache uprising against the settlers
- Miners prospecting for silver or gold
- Arrival of the Butterfield Stage to California or the railroad
- Celebration of raising the Stars and Stripes

California

- Indian village—Chumash or Mojave
- Serra and Portola establishing a mission
- Rancho scene with a fandango in progress
- Jedediah Smith and his mountain men coming down from the mountains
- Gold Rush prospectors working their claims
- Celebration of raising the Stars and Stripes

New Mexico

- Pueblo Indian village
- Coronado's expedition looking for the Seven Cities of Cibola
- Pueblo uprising
- Hacienda fiesta
- Opening of the Santa Fe Trail
- Celebration of raising the Stars and Stripes

Texas

- Caddo Indian village
- Mexican soldiers and priest establishing a mission
- Austin's group establishing a settlement or negotiating with the Spanish
- Scene at the Alamo
- Group writing the state constitution
- Celebration of raising the Stars and Stripes

Southwest as a whole

- Indian village, perhaps Apache
- Mission scene
- Alamo scene
- Butterfield Stage
- Early railroads
- Celebration of raising the Stars and Stripes

2. Divide the class into groups—one for each scene plus one to write and narrate the script.
   - **Scene team** Plans the scene. For instance, for the rancho scene and fandango, you would need a background mural showing the mountains and hills, and perhaps a ranch house to one side. In the foreground there would be several dancers in dancing poses. Behind them could be men, women, and children depicting the Indians and Hispanics watching the dancers, clapping their hands to the music. You might have a sailor or two from a visiting ship. All of these people would need to be dressed in appropriate costumes. Students in this group are responsible for the background mural, props, and costumes for their scene.
   - **Script team** Plans the script that would be read during the scene changes when the curtain is closed. Plan the appropriate music to be played. There could be several narrators. They may be in costume or not as you choose.
3. The entire tableau might be videotaped or it can be presented "live."

Optional Activities

Introduction to Optional Activities

The activities in this section have been included to assist you in adding depth to the study of the Southwest. There are 23 activities requiring varying amounts of dedication and/or skill. The Guidelines in each phase (except for Fiesta) include suggestions for the use of three or more of these activities. Note that each activity has its own directions. Most of the Optional Activities—unlike the Enrichment Projects which the children can do on their own—require some supervision. Some of these activities may be taught by aides or parents in small groups within the classroom.

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Optional: DIORAMAS

Dioramas are three-dimensional scenes depicting a particular place or event. You see professionally made dioramas in museums.

Materials

- Shoe box (or similar type small box)
- Scissors
- Paste or white glue
- Colored paper
- Sponges, twigs, small rocks, lint, lichen, etc.
- Magazine pictures
- Small models, such as dinosaurs or people
- Paint or crayons

Steps

1. Decide on the scene to be reproduced. *(The example given in the following five steps is of dinosaurs in ancient times.)*
2. Turn the shoe box on its side so the opening is facing you.

3. Draw and color the background (e.g., a flaming volcano erupting and lava flowing down its sides). You might find it easier to do this on plain white paper and paste the paper into the box.
4. Use real twigs and branches for the plants. Scatter small rocks around the bottom of the box. You might have a flat black area at one side to represent a tar pit, or a blue area that would represent a lake or river. You can use small amounts of papier mache to make the ground appear uneven.
5. Draw pictures of prehistoric animals or cut them out of magazines. Put small paper tabs on the back so they stand upright. If you have small plastic dinosaur models, you might use them. An option might be to suspend a prehistoric bird by thin light-colored thread from the top of the box.
6. Make your scene come alive. Have the dinosaurs look as if they are eating leaves of plants, drinking from the lake, trying to extricate themselves from the tar pit, or fighting with each other.

To make your diorama into a peep show

1. Use a shoe box with a cover. Follow the steps above.
2. Put a quarter-sized hole in one end of the box and put another quarter-size hole in the top or cover of the box.
3. To look at your scene, use a flashlight aimed through the top hole while you look through the other hole.

Optional: TABLETOP DISPLAY

Expanding a diorama into a tabletop display . . .

Tabletop displays are much like dioramas. There are, however, several exceptions. Tabletop displays are generally larger, and they are visible from all four sides.

There may or may not be a background.

Materials

- Boxes
- Construction paper
- Paints and crayons
- Scissors
- Paste or white glue
- Felt pen markers
- Plants, twigs, small rocks, sponges, lint, lichen, etc.
- Models or pictures of people and animals

Steps

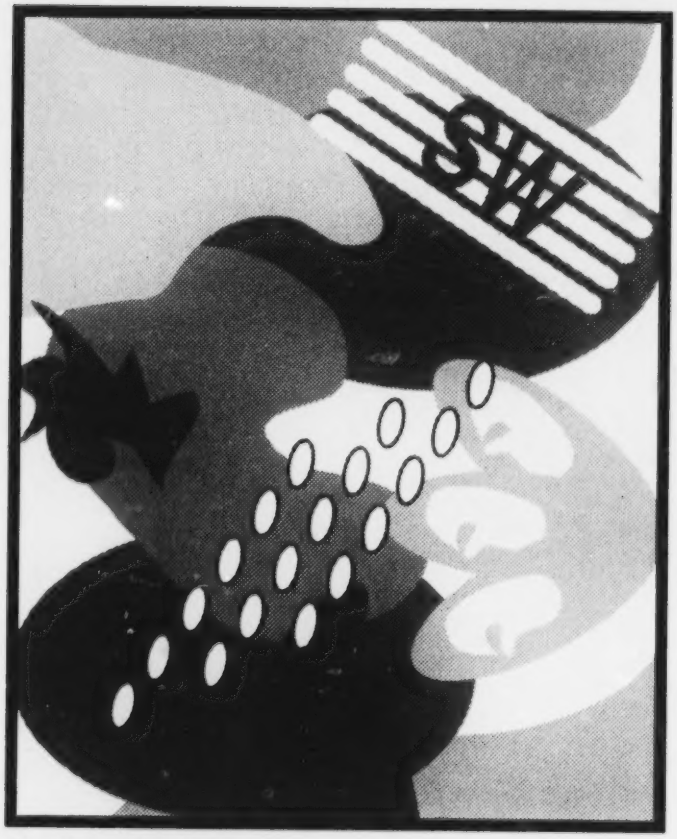
1. Decide whether to use a background. If you choose to have a background, a good one can be made by cutting out two ends and one side of a medium-sized carton such as you can get at a grocery store. If the ends and side are cut out as one piece, the backdrop will stand by itself behind your display. You may either paint your background scene directly onto the cardboard or paint it on a large piece of paper the same size as the cardboard and paste it on. A neat edging of tape gives the background a finished appearance. The leftover part of the box can be used for making buildings, etc.
2. Your display should cover at least the area of a classroom desk. An Indian dwelling such as a Pueblo village would be finished on all sides. There would be the interesting apartment-type homes, people doing a variety of activities, animals, small baskets, an oven for baking bread, trees, cactus, and other bushes and plants. To one side might be a field of corn with a river passing nearby, and irrigation ditches to the field.
3. If small dolls are not available, the figures can be drawn or cut from magazines and held up with a support on the back. As much as possible, however, use three-dimensional objects.
4. It is necessary for your team to plan well and have the same scene in mind. Look through books to get a picture of how you want the scene to appear. You might have everyone draw his/her idea of the finished scene. The group could then choose the one everyone agrees best represents the tribe. Of course, you could also include ideas from all the pictures you study.

Optional: MONTAGE/COLLAGE

A montage, or a paper collage, is a group of related pictures cut from magazines. The pictures are arranged in varying positions so they completely cover a piece of paper. You could do a montage of pictures showing the desert, the mountains, or the seacoast. Limit your montage to pictures of a specific object or to pictures of animals, birds, reptiles, or plants found in a particular area. Follow the same steps to make a collage, except scatter bits of real objects, such as feathers, tiny bits of rocks, sand (or sandpaper), pine needles, or leaves among your pictures.

Materials

- 10" x 24" piece of heavy, white, construction paper for the backing
- 3" x 9" piece of white construction paper for the title of your montage
- Magazines, such as *Arizona Highways* and *Sierra Magazine*, with colorful pictures of your subject
- Scissors
- Paste or glue
- Felt pens



Southwest 8:4

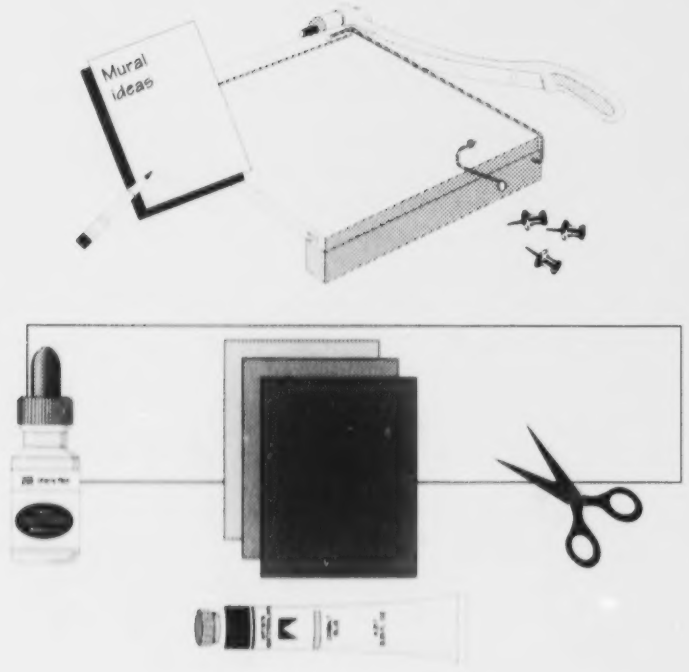
Steps

1. After finding appropriate pictures in magazines, cut them out in free-form shapes with no borders.
2. Arrange pictures at various angles on the white backing paper. Overlap them so none of the backing paper shows.
3. Print the subject of the picture on the separate piece of white 3" x 9" paper. Outline this title in a free-form shape with a felt pen. Cut it out.
4. Assemble the pictures and the title on the white backing paper. Continue rearranging them until they make a pleasing picture for you. Paste them in place.
5. Put your name on the back.

Optional: MURALS - 1

Murals are large pictures that give a big look at something you are studying. They are usually made by a committee because they require a great deal of time and work. They are worth it, however, and they are great fun to do.

For instance, you might like to portray a particular area your group is studying in the Southwest's geography by making a mural with the land forms found in that area—mountains, buttes, prairies, hills, and canyons. You could also depict plants, animals, rivers, streams, or lakes, possibly including a storm, sunset, or sunrise. Later, you might want to make a mural of a mission or a rancho or an important historic event such as the Battle at the Alamo. Murals are fun to do for holiday events, background scenery for plays, as well as for subjects in class, such as science, reading, or history. They give your group a feeling of satisfaction when you all stand back and look at what you have accomplished.



Materials

- Large piece of paper. Your teacher can probably get a large piece of white butcher paper approximately 3' by 6' to 8'
- Marking pens
- Ruler, yardsticks, scissors, possibly a paper cutter
- Pencils, felt pens for drawing
- Crayons or poster paints for coloring in your drawings
- Masking tape to hold the paper in place

Steps

1. Find a picture (such as one from your textbook) or have each member of your committee draw his own version of what he thinks the mural should look like. Choose the one picture the group feels does the best job of depicting what you want to show.
2. Select one of the following methods to get the picture you want on the butcher paper:

Optional: MURALS - 2

Free-hand drawing

- Draw your picture as you go.
- Perhaps each member of the committee can take one section to draw.
- This method usually does not work out too well as each student will have a different drawing style and draw in different sizes.

Opaque projector

- Ask the teacher to get the school's opaque projector for you to use.
- As the room needs to be darkened, you will have to find a special place and time to trace the outlines of the picture.

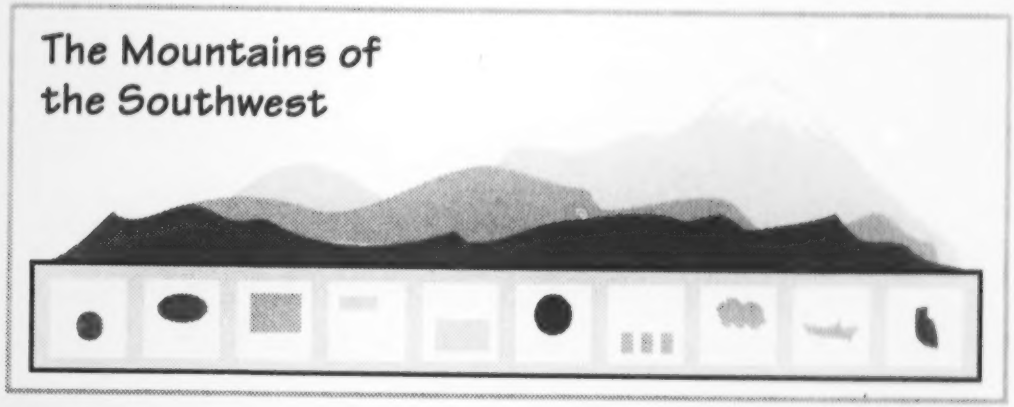
Overhead projector (or transparency)

- You might use an opaque projector if one is available or an overhead projector may be used; however the teacher will have to make a transparency of your small picture for you.

Scale drawing

- This method is used by architects, builders, and even professional mural artists.
- Draw an 8-1/2" x 11" regular-sized picture of what the completed mural is to look like.
- Lightly mark off a grid on the sketch—possibly 1" squares. On the large piece of paper that will have the completed mural, lightly measure off a grid with 4" or 5" squares, depending on the size of the finished mural.
- Copy the lines from the small picture to the large paper according to where they come on the corresponding squares.

3. After you have the lines on the large piece of butcher paper, put the mural on the floor or on a big table and color it in with paints or crayons.
4. *Optional:* Go over the lines with dark felt pens first to make them stand out.



Optional: ADOBE BRICKS/ MISSION MODELS - 1

Indians used the materials they found in their environment to build their homes. The padres did the same thing. Builders used adobe bricks to construct most of the missions. In some areas, however, they used other available materials like granite and sandstone.

The idea of making bricks from adobe, or mud, goes back to the people who lived in the northern deserts of Africa. From there, the technique of making adobe bricks went to Spain. The Spaniards brought the idea to the New World. The Pueblo Indians, however, had developed their own adobe style before the Spaniards arrived.

Although the idea of making adobe bricks was not new, the padres and Indians had to experiment to find the right combination of clay and straw to use. The adobe clay found in different parts of the Southwest differed from that found in other areas.

The Indians dug the clay from the ground and brought it to the missions where they mixed it with water and sand. They added straw or other dry grasses to help bind or hold the mixture together. They poured the mixture into molds, approximately 23" x 11" x 2"-5", to shape it into bricks. After the bricks had partially dried, the workers removed them from the molds and placed them in the sun to dry thoroughly before using them for building. In some areas, the bricks were dried in kilns. This process increased the hardness and made them much less likely to disintegrate in heavy rainstorms.

Heavy logs supported the roofs and walls. The workers set the bricks in overlapping rows. When the bricks were all in place, the Indians covered the walls with a whitewash, which protected the bricks during wet weather. Women usually whitewashed the walls.

At first, the roofs were made of thatched dry rushes. These roofs, however, could easily catch on fire. The padres and Indians experimented making clay tiles until they found the recipe for the correct mixture and the proper drying and firing time. They matted tules together and laid them on the wooden foundation. On top of the tules they placed the tiles, one row turned upward and the next, overlapping row, turned downward. The roofs extended beyond the walls, thus giving additional protection from the rain.

The sparkling white mission buildings could be seen for many miles. Throughout the Southwest today you can see many buildings that reflect this early mission style of architecture.

Optional: ADOBE BRICKS/ MISSION MODELS - 2

Making adobe bricks

Materials

- Powdered terra cotta clay
- Sand
- Water
- Straw
- Molds (These can be made of wood. Double molds make it easier to make more bricks at one time. Lining the molds with aluminum foil makes it easier to remove the bricks. You can also use other molds: such as shoe boxes, large boxes, small match boxes.)
- Large container to use for mixing the clay
- Long stick to use for blending the mixture

Steps

1. Mix three parts of the powdered clay with one part sand. Add enough water and straw to make a substance that will hold together. Just like the Indians and padres, you will have to experiment.
2. Put the adobe mixture in your molds. When the bricks have started to pull away from the mold, remove them. Lay them in the sun or put them in a warm place to dry completely.

Making a model of a mission

1. Study the pictures of southwestern missions in as many books as you can find.
2. Make a diagram of the buildings you will want to have in your mission model. Leave the roof off some of the rooms, such as the chapel, and make models of what would have been found inside the rooms.
3. The walls of the mission can be made of adobe bricks (a very big job), baker's clay, sugar cubes (be sure to treat for ants), papier mache, cardboard painted to look like adobe bricks covered with whitewash, or any one of many different materials.
4. Corrugated cardboard makes fine tiled roofs. Certain types of pastas can also be used. Instructions for how to make a tabletop display will give you some additional suggestions.
5. All you need is a good plan, a friend or two to help you, plenty of time, and lots of imagination.

Optional: CROSSWORD - 1

A very popular word game is the crossword puzzle. In a true crossword, the letters make words both across and down. An easier version is the vertical word puzzle where there is only one main vertical word, with letters missing. Other words branch off from this one main word in the across position, using a letter found in the main word (see sample puzzle).

Instructions for a vertical word puzzle

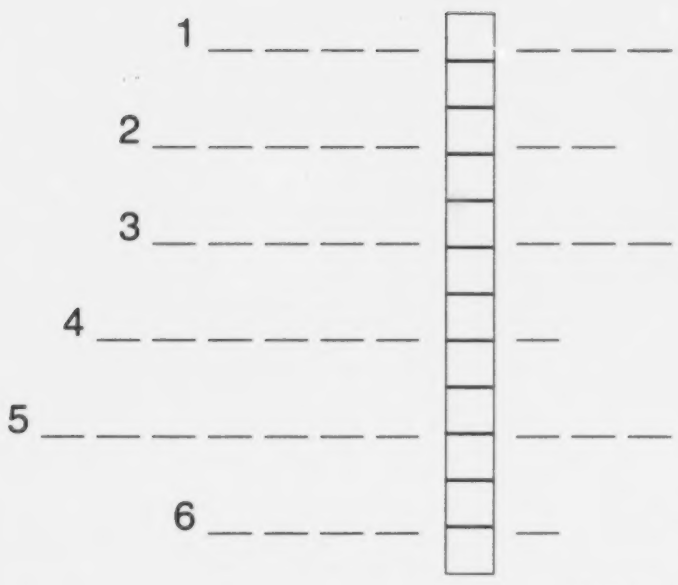
1. Begin with a fairly long word. Going down the center of your paper, make boxes for the letters in your word.
2. Indicate with blanks, the letters in the across word that are to be filled in. Skip every other letter in the vertical word so as not to make it too confusing. Write the number of the word's definition.
3. List the numbers and the definitions for the missing words below the puzzle..

Down

- A written agreement stating the basic laws or rules of a state or country

Across

1. Branch of the government concerned with courts and judges and whether laws are legal
2. Leader of a state or territory
3. Branch of government that makes certain laws are carried out—president of the United States; governor of a state
4. Person who is chosen to speak or act for citizens on important matters such as attending a convention to write a constitution
5. Branch of government that makes laws—Congress of the United States; legislature of a state
6. A group of people who live in the same area and are ruled by one central government



Optional: CROSSWORD - 2

Word list Fill in the blanks choosing the proper words from the following list. Then make your own crossword using this list or another list of words on a particular subject.

- ***bill*** a proposed law presented to a lawmaking body for its approval
- ***city council*** a group of people elected to make laws for a city
- ***city manager*** a person hired by the city council to run the city like a business
- ***constitution*** an important written agreement that states the basic laws and rules by which a government will run a country or state
- ***convention*** a meeting where delegates or other representatives discuss important issues and make decisions
- ***county*** a division of a state
- ***delegate*** a person who is chosen to speak and act for the citizens on important matters
- ***executive branch*** the part of a government that makes sure the laws are carried out
- ***governor*** leader of government of a state or territory
- ***independence*** when the people of a country or area govern themselves instead of being ruled by another country; freedom
- ***jointure*** plan for Arizona and New Mexico to have been joined together as one state
- ***judicial branch*** part of a government consisting of courts and judges that determine if a law is legal
- ***justice*** the fair and equal treatment of all citizens
- ***law*** a rule or set of rules by which citizens live
- ***legislative branch*** the part of the government that makes the laws
- ***nation*** a group of people who live in the same country and are ruled by one central government
- ***recall*** the ability to remove an elected person from his job or office
- ***referendum*** a way of passing a law where the legislative proposes a law and the people vote to approve it
- ***supervisor*** a person elected to help decide how a county will be run, including what services to have and how to pay for them
- ***tax*** money collected by a government that is used to run the government and provide its citizens with services
- ***territory*** a land that is owned by a country but is not a state of that country
- ***town council*** a group of elected town officials who make the important decisions for a town
- ***treaty*** an official agreement between two or more countries
- ***veto*** to refuse to sign a bill; usually, a president or governor has the power to veto a law

Optional: RELIEF MAP

Relief maps show the elevations—or distance above sea level—of the lands of a particular area or region.

Materials

- Molding substances (any of the following):
  a. One part salt and two parts flour mixed with enough water to make a dough-like mixture—similar to play-dough or bread dough used in craft projects;
  b. Strips of newspapers, bathroom paper, or tissue mixed with wheat paste to make a dough-like mixture;
  c. modeling clay.
- Approximately 12"x 18" piece of plywood, heavy cardboard, or masonite to use as the backing for your map. The size depends on the size of the completed map you wish to make. The larger it is the easier it is to make.
- Copy of the map you will use for your pattern
- Carbon paper
- Felt pen

Steps

1. Center the carbon paper and the map pattern on your backing material and trace. Measure a half-inch border around the edge of the backing. Leave two to three inches at the top to use to write the name of the state or area. Also, measure off a 2"x4" area on one side of the backing for a legend.
2. Apply one of the mixtures listed above to the map, carefully staying within the boundary lines of the map. Build up the hills and mountains, and smooth out the lakes and flat areas such as deserts. Allow the map to dry for several days.
3. When completely dry, use poster paints to color in the various regions:
   - Green for valleys
   - Lighter green for foothills
   - Light brown or tan for high mountain areas
   - White for the mountain peaks
   - Yellow for deserts
   - Blue for rivers, lakes, and oceans
4. On a 2"x4" piece of heavy white paper make a legend indicating the color used and what they mean. Include a direction finder indicating north, south, east, and west. Paste it on the board. Outline it with black felt pen.
5. Carefully letter in pencil the name of the area across the top of the board. When you have it neatly done, outline it with black felt pen. Sign your name in the bottom right-hand corner.

Optional: JERKY

During the early days of our country, the most common method of preserving meats was to dry thin strips of meat in the sun or smoke them over open campfires. Hispanics, Anglos, and Indians used this type of meat preservation. They jerked, or dried, many types of meat—mutton, beef, venison, rabbit.

They cut the meat into long strips no more than a quarter-inch thick. If sliced any thicker, the strips would take too long to dry and there was a greater chance of the meat spoiling. If available, salt was sprinkled on the strips to improve the flavor. The meat was then placed in the sun for three to four days to dry. It was turned several times each day to ensure that the pieces would dry evenly.

The jerky could be eaten as it was or cut up and used in stews, hash, or chili. It could be eaten with tortillas or with scrambled eggs. Here is a modern way to make jerky. Meat will keep one to two days at room temperature and up to two weeks in a covered container in the refrigerator.

Jerky

1-1/2 pounds lean beef, such as flank
1/4 cup soy sauce
1 tablespoon liquid smoke
1/2 teaspoon garlic salt (or garlic powder)
1/2 teaspoon monosodium glutamate (optional)
1/2 teaspoon pepper
1 tablespoon Worcestershire sauce

1. Partially freeze the meat. Slice the meat crossgrain into 1/8" slices. This step must be done by an adult. Your butcher might be willing to slice the meat for you.
2. Make a marinade by combining the other ingredients.
3. Put the meat in a bowl. Pour the marinade over the meat making certain to coat all the pieces. Cover the bowl and put it in the refrigerator overnight.
4. Place the slices of meat on a rack over a pan, such as a broiler pan. Do not overlap the slices. Bake in 150 degree F oven, leaving the door slightly ajar, for six hours or until slices are leathery dry. Use tongs to turn the slices every two hours.
5. Remove from oven and cool thoroughly.

Other Indian foods you might like to try making are Indian fry bread, roasted pumpkin or sunflower seeds, parched corn, or dried yucca fruit. Recipe books devoted to the area, such as *Hopi Cookery* by Juanita Tiger Kavena, University of Arizona Press, Tucson, Arizona, c. 1980, have recipes for these foods. The jerky recipe on this page came from this book.

Optional: WEAVING

From the earliest times, the Native Americans wove reeds and plant stems into items they needed. Using whatever raw materials they could find where they lived, they fashioned ropes, clothing, containers, and other useful items. The idea of using cotton fibers for clothing and blankets moved slowly from one tribe to another coming up from central Mexico. With the introduction of sheep into the tribes of New Mexico and Arizona by the Spaniards, weaving wool became an important element of their societies.

Place mats

These mats make fine placemats for parties or use them under displays of clay work, baskets, etc.

Materials (for one placemat)

- One 12"x18" piece of construction paper
- 16 strips of construction paper 1"x12" in contrasting colors
- Paste or glue

Steps

1. Fold the large piece of construction paper in half the long way.
2. Measure 1" from the open ends and draw a light line.
3. Mark 1" lines from the folded edge to the line made in step 2.
4. Cut along these lines and open out the paper.
5. Weave the one-inch strips of paper through the cut out areas of the paper, alternating the colors; paste down the ends.

Wall hanging

Materials

- Heavy cardboard, perhaps 6"x12", size is unimportant.
- Yarn. Using wide and thin yarn creates interesting effects. Also, use more than one color of yarn.

Nylon yarn is better because it does not stretch as easily as wool.

- Needle
- Strips of bark, branches, twigs, reeds, or fur

Steps

1. Cut notches a quarter-inch apart and down about one/eighth inch along the top and bottom edges of the cardboard.
2. Weave yarn back and forth between these cuts to form a base.
3. Thread a needle with another color of yarn and weave back and forth: Work only on one side of the card. Push the yarn close to the last row done. Try not to pull the yarn too tightly.

To add variety, use different colored yarn or thread a twig, reed, or different type of yarn between the regular rows of weaving.

4. Tie the ends and carefully remove the cardboard.
5. Insert a piece of doweling or a small branch into the top row of the weaving, and a piece of yarn for a hanging cord.
6. Add fringe. Fold a 6" piece of yarn in half. Make a slip knot by placing the looped end along the bottom edge of the weaving, pull the ends of the yarn through the loop. Repeat this process along the rest of the bottom edge. Cut fringes to make even.

Optional: READER'S THEATER

There are no sets, costumes, or props in Reader's Theater. Those involved in the reading sit in chairs facing the audience. Each reader has a copy of the script or story to be read.

Just as with early radio, each reader takes the part of one person involved in the story, reading those passages where their character speaks. Another person reads the narrative. If there is description, another person might read that part. The voices should bounce back and forth among the readers involved; the readers should not read in the order that they are seated.

Each reader should use appropriate vocal expressions (i.e., slowly and softly for a passage describing a spring day, quickly and excitedly for a chase scene, or fiercely for a villain's words).

You can either use a story already written or you can write your own story. If you do write your own story, include as much conversation as possible. It makes the reading more interesting. Choose your readers carefully so there is an interesting mix of voices: high, low, boy, girl. Practice reading your story several times. You might want to tape record your reading. When you play it back, you can listen to hear how you can make the reading more expressive and interesting.

Materials

- Play script
- Chairs for readers
- Tape recorder (optional)

Steps

1. Choose readers for the parts.
2. Arrange chairs facing the audience.
3. Practice reading the story several times.

Optional: OJO DE DIOS - 1

The ojo de dios, Eye of God, is an Indian symbol for understanding the unknowns of life, bringing goodness, and warding off evil. The "eye" is the center section where the two dowels come together.

A relative or an elder creates and presents an ojo to a child at birth. As the child grows, additional smaller eyes are added to ask for continued life and health. After five additions, the ojo is complete, but it is left in the child's home to continue to protect the child.

Making an ojo for a friend is a way of wishing that friend good fortune, health, and long life.

Ojo de dios

There are many variations in making an ojo de dios, but here are the basic steps.

Materials

- Four-ply knitting worsted yarn in various colors. The colors used by the Indian tribes were very important to them. Blue or turquoise represented the Rain God, green was for fertility, yellow for the Sun God, etc. Scrap yarn can be used.
- Two pieces of quarter-inch doweling each 14" long. It needs to be notched in the center so that the two dowels will lie flat when they are crossed and glued together.
- White glue
- Small scissors

Steps

1. Using a small craft knife, make a notch in the center of each piece of doweling. Apply white glue to two sticks and wrap the center with wire to hold them. Allow the glue to dry for at least 45 minutes and remove the wire.
2. Put a drop of glue on the back side where the two pieces of doweling intersect. Tie the end of the yarn to the intersection. Put a thin line of glue down to anchor the tail of the knot to one arm of the ojo. Wind the yarn around the intersection in both directions two or three times.
3. Wind the yarn around each arm of the ojo by going over the doweling and around it and then on to the next arm repeating the winding. Continue for an inch or so. Keep the yarn fairly tight without pulling the arms out of position. It is easier to work counterclockwise if you are right-handed and clockwise if you are left-handed.
4. To change colors, knot the old yarn on the back side of the ojo. Glue the tail of the yarn to the arm. Start the new color with a

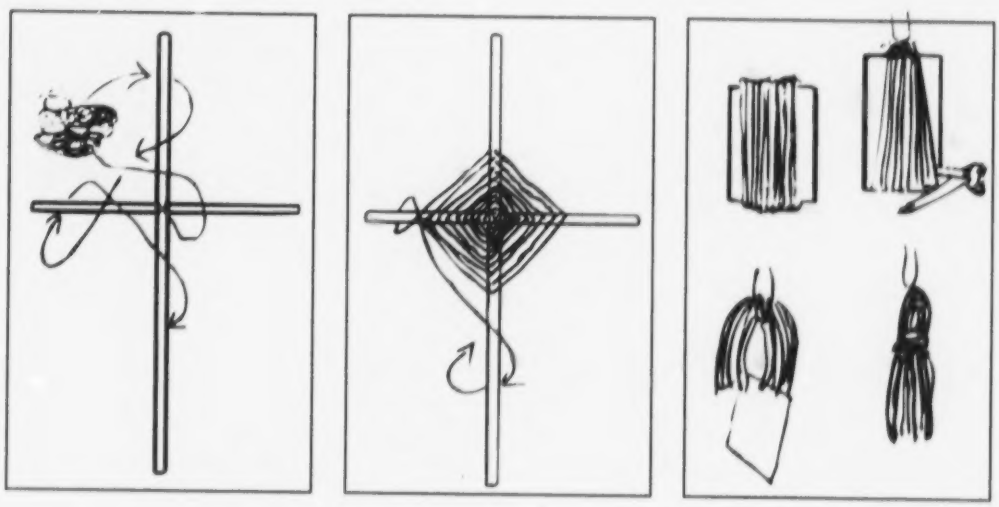
Optional: OJO DE DIOS - 2

knot on the back of the next arm and glue the tail to the doweling. Continue wrapping over the glued tail with the new color of yarn.

5. You can leave a space between the different colors of wrappings, by going around each arm two or three times before going on with your pattern.
6. To change the pattern, wind the yarn in the opposite way, by going under the spoke and around before continuing on to the next arm, again going under and around.
7. When you get near the end of the doweling, glue a tassel to the end of each arm and glue and wrap the spoke separately.

Tassels

1. Wrap yarn around a four-inch piece of cardboard six to eight times.
2. Gather the yarn at one end and tie a piece of yarn around it with a secure knot.
3. Cut the yarn at the other end. Remove the cardboard.
4. Tie the loose ends of the pompon together about a half inch below where you gathered the yarn.
5. Glue the tail ends of the tassel to the end of each spoke before gluing and wrapping it.



Optional: SAND DESIGNS - 1

Indian tribes of the Southwest used the colorful sands found in their land to create beautiful sand paintings. These paintings served as part of their religious ceremonies. When an individual became ill, the medicine men prepared a painting for the spirit they believed had power over the illness. When the medicine men felt the painting had done its job, they destroyed it and scattered the colorful sands to the four corners of the land.

When the Navajos used their designs for non-religious purposes, such as in rugs or wall hangings for tourists, they always change at least one detail of the traditional picture to avoid sacrilege.

Sand paintings are rather difficult to make, so you might want to try the following colored-sand three-dimensional picture instead. You could also experiment with underwater scenes, buildings, animals, etc. Later, when you are more accustomed to working with the sand, you might try a true sand painting.

Materials

- Plain, empty glass containers no larger than a water glass. Jars or bottles with wide necks are fine.
- Fine-grade sand
- Fine-grade colored sand. Plant, terrarium and hobby shops carry this item. It is quite expensive.
- Small coffee cans to store the different colors of sand
- A large coffee can in which to store the plain sand
- Minimum of eight inexpensive spoons. Four should have the sides bent up to make it easier to layer and control the flow of the sand.
- Four knitting needles or short, pointed dowels to push the sand down in order to make birds, etc.

It is time consuming, but you may wish to experiment with making your own colored sand by using one of the following suggestions.

1. Mix powdered poster paint with fine-grade sand. Make certain the paint is the type that comes in vivid colors. Some powdered paint only becomes vivid when mixed with water. Do not use that kind.
2. Using a grater or sandpaper, grind colored chalk and mix with the fine-grade sand. Ground charcoal, powdered seeds, grains, and finely crushed rocks can also be used.

Optional: SAND DESIGNS - 2

Preparation (for four students)

1. Cover a table with newspapers to catch any spilled sand.
2. Seat two students on each side of the table.
3. Arrange the coffee cans containing the colored sand and the plain sand down the middle of the table.
4. Lay out a set of utensils at each work station.

Steps (for a desert and mountain scene)

1. Pour an uneven layer of brown or beige sand for the ground. Turn your container so you have this layer visible on all sides. It should be about a quarter-inch to a half-inch deep from the glass edge. Since only the sand along the glass edge will be seen, a paper cylinder or plain sand might be used in the middle.
2. Make a layer of grassy area. Layer dark green sand followed by a thin layer of yellow. Slide the knitting needle or doweling tip down the side of the glass. The yellow sand will slide down into the green sand.
3. Keep rotating your container so you have scenes on all sides.
4. For the mountains, use the unbent spoons to pile up brown or purple sand to resemble mountains. Add a second layer of mountains by pouring in sand of a lighter shade. Vary the heights of the peaks of the mountains.
5. You might add a rising or setting sun. Place yellow sand in a valley between two mountains. Use the scoop spoon to make the top edge rounded. Layer in orange and pink sand to resemble light from the sun reflecting on the sky. Layer blue sand for the sky.
6. To add a bird or two, scoop in a daub of white or black sand. Using the knitting needles or pointed doweling stick, push downward in the center of white or black sand to form wings.
7. To add clouds, scoop in thick spots of white. A thin layer of white sand will look like clouds farther away.
8. If you wish to add a plant, mix together equal parts of potting mixture and white sand. Fill the top one-third of the container above the sand design with this mixture. Poke a hole with the dowel and place the plant in the hole. Since cacti have shallow roots they are an excellent choice. As a finishing touch, add a layer of small rocks, bits of bark, and white aquarium gravel on top of the potting and sand mixture.
9. If you do not use a plant, you might want to keep sand from spilling or shifting by adding a thin layer of melted paraffin on top of the sand. While the paraffin is still soft, scatter a layer of colored aquarium gravel over the top and gently press down.

Experiment with making underwater or city skyscraper scenes.

Optional: BASKETS - 1

From the earliest times, the Indians used coiled baskets to store the nuts, seeds, and berries they gathered. Weavers made these baskets from the plants they found in the area where they lived. They used willows or bundles of dry pine needles for the core, and tules, rush, or marsh grass for wrapping around the coils. The shapes and colors of the baskets varied from location to location based on the native plants available to the Indians. They learned how to grind the acorns—or corn—and mix it with water in a basket. By dropping heated rocks into the basket, they made a type of warm corn mush.

The nomadic Indians could carry foods in baskets. They also made baskets to carry their babies in, and even used them as hats. Even after many tribes learned to make clay containers to store and cook foods, they continued to make intricately designed baskets. Some were so tightly coiled, they could hold water.

It is easier to practice basket making with yarn wrapped around a core of rope than using the Indian method. Once you have mastered this process, however, you might want to try making a basket with native plant materials.

Materials

- Two skeins worsted knitting yarn
- Twenty feet of half-inch clothesline rope
- Tapestry needle
- Scissors

Steps

1. Thread the needle with a length of yarn. Stitch through the end of the rope to secure the ends of the rope and the yarn.
2. Wind the yarn around the rope for about an inch, covering the rope completely.
3. Coil this inch of covered rope around itself and secure it by looping the yarn back over the beginning of the coil two times.
4. Wrap another one-inch of rope with the yarn and again use a joining stitch to attach it to the previous coil. Continue in this way until you have gone around the center coil eight times. This is the base of your basket.
5. Continue coiling and joining, but this time put the rounds one on top of the other. Build up five rows of covered rope to make the sides of the basket.
6. You can make handles for your basket by not joining six inches on either side of the last row to the previous row. Raise these two unattached areas to make a handle.
7. Make a looped knot on the top row of weaving to secure the end. To do this, make a loop with the yarn on the outside between two rows of coils. Bring the needle up between the coils and pull the knot tightly. Weave the needle back through the last inch of coiled rope and cut off the yarn.

Optional: POTTERY - 1

The nomadic Indians moved from one place to another following the wild animal herds that supplied them with their food. These Indians did not make clay containers in which to store or cook their foods because the pots would have broken easily as they traveled. It was only when the Indians became farmers as well as hunters and settled in one place that they developed the art of making clay pots. The Indians of Arizona and New Mexico are known for their beautiful pottery.

The first pots were made by molding clay around baskets and allowing it to dry. Later, the Indians used a coil method to make their clay pots. They learned how to put their pots into fire to harden them so they would become waterproof and stronger. It was much later that Indians learned from the Spanish how to make a potter's wheel.

Materials

- Plastic container with a lid (or a 1# coffee can)
- Large piece of aluminum foil to cover the desks to make cleanup easier
- 4"x4" piece of aluminum foil to use as a base for the clay pot
- Baseball-size piece of red clay
- Water
- Piece of a shell or flat sharp-edged rock to use for smoothing
- Fine sandpaper—optional

Steps

1. Take a golf ball size piece of clay and roll it into a coil just a little larger than a pencil. Begin coiling this piece of clay around itself until you have a flat base about two to three inches in diameter. Using the shell, piece of rock, or your fingers, smooth the coils, blending them together. You may need to lightly moisten the clay if it begins to dry out. Be gentle. Make certain you do not leave holes or flatten it. Turn the slab over and smooth the other side. Put this flat coiled piece of clay on the 4"x4" piece of aluminum foil. This will allow you to move it around easily. This becomes the base of your bowl.
2. Begin building the sides. Make a coil large enough to go around the edge of the base at least once. Lay this coil along the outside edge of the base. When applying the next coil, pinch one end of it to the coil you already have on the slab. Scratch or score the ends slightly so they will adhere to one another more easily. Continue laying coils on top of each other. To make your pot flatter, put the coils toward the outside of the last coil. To make it thinner, put the coils toward the inside of the last coil.

Optional: POTTERY - 2

3. After you have two or three rows of coils, use the shell or stone to smooth the sides as you did for the base. Support the pot on the outside with one hand while you smooth the inside. While you work on the outside, support the pot on the inside. Remember to work gently, so you do not push the pot out of shape or make it too thin.
4. The first three steps will take several days. When you have finished working for one day, place your clay pot in the plastic container (or coffee can). Put a moist—not wet—paper towel over it and put the top on the container. In this way the pot should remain moist enough to continue working the next day. Any unused clay should be returned to the large block of clay and kept moist as well.
5. When you have finished adding coils and smoothing your pot, put it out to dry for several days.
6. After it is dry, use very fine sandpaper, or a shell or rock, and carefully smooth off any rough spots that remain.
7. Dip a twig into colored glaze. Using it as a brush, draw designs on your pot. You might dribble white glaze on the rim of your pot allowing it to run down freely.
8. Let the pot dry again for three to four days. Place it carefully into a kiln to harden it. Allow the pots to cool thoroughly before removing them from the kiln.
9. You can brush a coat of clear glaze on the entire pot and refire it so as to give your pot a shiny surface.

Optional: WORD GAMES

Word games are a great way to learn vocabulary words. There are several different types of word games; such as word finds, scrambled word, and missing letter puzzles.

Word finds are perhaps the easiest word games to make. Start by obtaining a piece of quarter-inch or half-inch graph paper. Your teacher should be able to get this for you. Next, fill in the words you want the person working your puzzle to find. These words should be about a particular subject, such as the glossary words for a phase of the simulation. Scatter your words around the sheet—forward, backward, across, up, down, and diagonal. Make a copy of the words alone before you fill in the other letters, so you will be able to easily check the puzzle after your classmates work it. Now fill in the blank squares with consonant letters, making certain to mix them up well.

To make a scrambled word puzzle, choose 15 to 20 words and write them down with the letters mixed up.

To make a missing letter puzzle simply choose a set of words, make blanks for each letter in each word, then fill in two or three of the letters to give the person who is working your puzzle a clue as to what the word might be. For both types, you might want to use the words in the vocabulary list for the phase you are studying. Keep an answer sheet to check your classmates' finished puzzles.

Use your glossary words, or give your classmates a list of the words from which you have chosen your words. Remind them to check off a word on the glossary or vocabulary list when they have found it in the puzzle.

Sample Word Find

E C M G J P R A H M
W B F Q L H K L C W
N V O C T Q S U Q V
W B Y L D Z X S V L
R S V I G R M N X K
N Y H M V F R I Z Q
W S C A M J Y N B G
X W V T R C T E M R
V U A E T A L P X P

climate (down)
plateau (across, backward)
peninsula (up, backward)
globe (up, diagonally)

Sample Scrambled Word

peeet _____
bouple _____
ycotminum _____
ctssonare _____
diainottr _____
imyrapd _____
teirb _____
litotlars _____
tksbaes _____
grnelioi _____

Word list: pyramid, tepee, pueblo, religion, baskets, community, ancestors, tribe, tortillas, tradition

Sample Missing Letters

__ __ e __ t __ __ __ __ e
__ __ l __ __ __ o __
__ __ __ __ a __ __ l __ __ i __ __
__ i __ __ i __ __
__ r __ __ __
__ __ __ __ r __ __ __ n __ __
__ __ __ p __ __
__ __ t __ __ __ y
__ __ a __ a __
__ a __ __ __ r

Word list: wickiup, trade, sweathouse, religion, pottery, archaeologist, barter, temple, governments, shaman

Optional: CANDLES - 1

Candles were the main source of light in the early days. Most of the candles were made by dipping wicks into melted fat called tallow. Since candles required a great deal of time to make, people used them sparingly. Most people went to bed at sunset and arose at sunrise.

This project must be done with the help of adults.

The fat from the slaughtered cattle was put into a huge vat and melted. It was then poured into hide-like bags called botas where it was allowed to harden. Another way to fix the tallow was to make a hole in the ground and put a stick in the middle of the hole. The melted fat was poured into the hole. When the fat was hard, the block was pulled out and stored. These blocks of fat were either sold to the trading ships or were used on the missions or ranchos. When candles were needed, the tallow was melted again and candles were made. Soap was also made from the tallow.

The early candles were made by the technique described below, except that a thin round wheel was suspended from the ceiling. Many wicks were attached to the wheel. The wicks on the wheel were lowered into the fat together, making it possible to dip many candles at one time.

Candles were also made from sheets of beeswax from the bee hives. Look for this process in a craft book, and learn how to make candles this way as well. ***Candles must be made with the help of an adult.***

Materials

- Aluminum foil
- Paraffin or old candles
- Hot plate
- A tall coffee can for the melted paraffin
- A tall coffee can for cold water
- Wicks, string
- Large metal cake pan to use for the coffee can with the melted paraffin. ***Never melt paraffin directly over a fire.***

Steps

1. Cover entire area with aluminum foil to catch drippings.
2. Put a hot plate on the aluminum foil. Place old candles, crayons, and paraffin in coffee can. Put this coffee can into a cake pan which has been filled with at least one inch of water.
3. Set the hot plate control to medium temperature. When the paraffin has melted, turn the burner to simmer or very low.

Optional: CANDLES - 2

Keep a constant watch on the melting wax and the water making certain the water does not boil away.

4. Tie a 8" to10" piece of wicking or string to the middle of a pencil or piece of doweling, allowing it to hang down.
5. Lower the wick straight down into the melted wax. Raise it straight up and dip it into another coffee can that is filled with cold water. Straighten the candle carefully with your fingers if necessary. (The water will cool the wax.)
6. Repeat Step #5 over and over until you have a candle of the desired thickness. Suspend the pencil with the candle over the sides of a deep box to allow it to hang free and to cool completely.
7. Cut the wicking off the pencil or doweling, leaving a short wick of about one-half inch.

Molded candles can be made from the leftover wax. For variety, put bits of crayons into the wax, but don't let them melt completely.

1. Plastic-coated milk cartons from the lunch room are a fine shape and size for molded candles. Wash them completely to remove any milk residue.
2. Tie the wick to a piece of doweling or a pencil. Lay the doweling across the top of the carton. Attach the bottom end of the wick to the bottom of the carton with heavy-duty tape. Make certain the wick is straight and centered.
3. Melt the paraffin in an old saucepan, placing it in a cake pan filled with water. ***Make certain there is water in the cake pan at all times.***
4. ***Using a hot-pad to hold the saucepan,*** pour the melted paraffin carefully into the milk carton so as not to disturb the wick. The paraffin should come to within a half-inch of the top of the carton.
5. Let the candle cool for a day. Tear off the waxed paper. Behold a candle!

Optional: LEATHER - 1

The Indians used the hides of the animals they hunted to make moccasins, clothing, and in many places their homes. They piled them in packs so the tissue around the hair rotted off. Using rocks and shells, they scraped the flesh from the inner side. After tanning the hides by pounding oil into the skins, they smoked the leather by hanging them over their campfires.

The missions and ranchos depended on the hides of their animals, not only as a source of income, but for shoes, clothing, saddles, beds, reatas, thongs for tying things together, and other items they needed.

The busiest time of the year was in spring at la matanza when men slaughtered the cattle. After skinning the animals, they staked out the skins on the ground to dry. Then they folded them lengthwise and took them to the mission tannery. Those hides that were to be used at the missions or ranchos were put into brick vats where they were tanned in a mixture of brine (salt water), lime, and oak bark. They were scraped, stretched, oiled, and dried.

Most of the hides were stored to be sold to the trading ships. When the ships arrived, men carted the hides to the beach in carretas or on pack mules. Before loading them on the ship, the hides were soaked in salt water, scraped, stretched again, dried, and beaten to remove dust. These hides were the most important source of income for the missions and ranchos. The traders took them to London or Boston where they were made into shoes.

Leather working is a fine hobby. Many useful and beautiful items can be made. Hobby shops have leather kits for making belts, wallets, key rings, and moccasins.

A simple way to practice working with leather is to make a book mark. You can either keep it or give it as a gift. If you find leather working interesting you might want to get other books on leathercraft or buy a kit at a local craft shop. ***You do need an adult to help you.***

Optional: LEATHER - 2

Materials

- Leather from a hobby shop. Check with a local leather goods manufacturing company. They often have inexpensive scraps that are perfect for this use.
- Steel square
- Sharp scissors
- Wooden mallet
- Leather stamp
- Tracing wheel and tracing paper
- Modeler with tracer

Steps

1. Using a steel square, make a pattern on light cardboard, 2"x7". Cut out the piece.
2. Select a simple design—perhaps your initials, a cartoon sketch, a plant, an animal head.
3. Trace your pattern on the leather using the tracing wheel and tracing paper. Deepen all the lines by going over them with the tracer. Measure up one inch from the bottom of your bookmark. Draw a line across the narrow end of the bookmark. Measure off one-eighth-inch lines from the line you just made at the bottom of the bookmark. This will be your fringe.
4. Be certain that your hands are clean, because leather spots easily, and it is very difficult to remove the spots.
5. Dampen the leather with a sponge. Moisten the entire rough side of the leather. If you dampen only a small part, it will leave a ring. The leather needs to be quite moist, but not wet. If it dries out while tooling, moisten the entire surface again.
6. You will want to place your bookmark on a protected surface. You can use a pile of papers, but do not use newspapers as the newsprint will come off on the bookmark. Strike the stamping tool with the wooden mallet. Hit straight down, not at an angle.
7. Use the scissors to cut the leather along the lines you marked for a fringe.
8. There are many other things you might do with your bookmark. You can lace the edges, use a variety of stamps, or dye the leather.

Optional: INDIAN GAMES - 1

The Indians spent most of their time searching for food and taking care of the necessities of life. Just like people today, however, there was always time to have fun and play games.

The adult Indians made dolls for the girls. They fashioned these dolls of reeds, or tules, and dressed them in deerskin. The boys were taught how to make bows and arrows. They also made tops from acorns, and pea shooters from hollow stems and reeds.

Many of the games the Indians played are similar to those that are still played today (e.g., tag, hide 'n seek, jump rope, and foot races. They had one race where everyone would have to jump on one foot for as long as they could without falling.

The women played a basketball game. Each player had two baskets, one larger than the other. The players with the baskets stood in a line. A ball carved of wood or made of tules wrapped in a round shape was pitched into the air. The players took turns attempting to catch the ball in the larger of the two baskets, cover it with the smaller basket, and then race toward a goal, trying to get there ahead of the pitcher.

Although men and women usually didn't play games together, there was one game they did play together that was a favorite for everyone. It was tug-of-war. The men and boys were on one side and the women and girls were on the other. Each side tried to pull the other side over a center line. It usually ended with everyone falling down and laughing uproariously.

Perhaps the hoop-and-pole game was the most popular. A small hoop, or circle of a branch wound with fibers, was rolled along the ground. The player attempted to throw a long pole made of a straight, stripped branch of a tree through the hoop as it was moving. Points were recorded by adding one small stone to a team's or individual's pile of stones when a successful throw was made.

Another game was called shinny. The Indians used a field similar to our football field with goal posts at each end. The players divided into teams with anywhere from two to 12 players on a team. They faced each other and, using curved sticks, tried to drive a ball (a carved wooden ball or bunch of woven tules) toward their goal post. The team using the fewest strokes was the winner. This game is much like our field hockey.

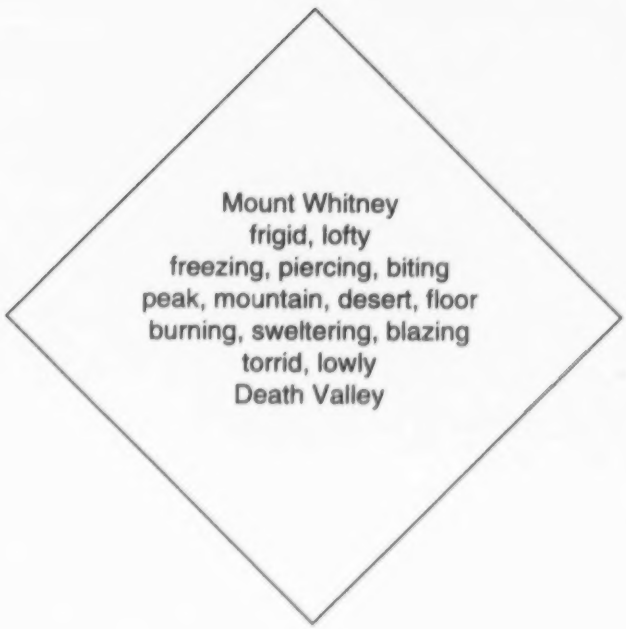
Optional: INDIAN GAMES - 2

They had quiet time games too. One of their favorite games is similar to our "Button, button, who's got the button." The players sat on the ground facing one another, with a skin or blanket placed between them. To one side of the players, counting sticks were stuck in the ground. The first player would take two small bones (or sticks), with one of the two marked in some way. Under the blanket, they would pass the bones back and forth between their hands. They would then stretch out their clenched fists toward the other player who had to guess which hand held the marked piece. If the player guessed correctly, they were given one of the counting sticks, and were also given the bones or sticks to hide. If a person didn't guess correctly, the first player would hide the bones again. When one side had won all the counting sticks, the game was over.

Research other games the Indians played and have an Indian Game Day.

Optional: POETRY

Diamonte A diamonte is a seven-line poem written in the shape of a diamond. There is also a pattern to the types of words that are used. The entire poem goes from one noun to another noun that means the opposite—an antonym—or to a noun that means something completely different: north-south, child-adult, day-night, winter-summer. You will find a thesaurus (a book of synonyms) and a book of antonyms very helpful. You might try these topics as well: forests-deserts, pine tree-saguaro cactus, redwood tree-primrose flower, bear-mouse, eagle-snake, mesa-valley.



The pattern is:

- ***Line 1*** one noun (Mount Whitney and Death Valley are the names of a particular thing, so they are considered one word)
- ***Line 2*** two adjectives describing line 1
- ***Line 3*** three participles (verbs ending in ing) describing line 1
- ***Line 4*** four words: the first two are a noun and a verb, or two nouns describing line 1; the second two words are a noun and a verb, or two nouns describing line 7
- ***Line 5*** three participles describing line 7
- ***Line 6*** two adjectives describing line 7
- ***Line 7*** one noun

Haiku A haiku is a three-line poem written with a definite pattern, not in the words used, but in the number of syllables contained by the words that are used. It always contains three lines of 5, 7, and 5 syllables. It does not rhyme and is always about something in nature. You will find a thesaurus very helpful. Other topics you might find fun to try are: deserts, sunrises, sunsets, tiny flowers, tall saguaro cactus, roadrunners, tiny wrens, coyotes, chipmunks.

Mountain Peaks
High, soaring summit
Covered with fallen snowflakes
Sparkling diamonds

The pattern is:

- ***Line 1*** five syllables
- ***Line 2*** seven syllables
- ***Line 3*** five syllables

Now try one or more of these poems on your own. Your poems will look much nicer if you decorate them with appropriate pictures.

Optional: GAME SHOWS

A good way to review what is known about important people and events you are studying is to conduct a game show. Several examples are given. The procedures can be adapted to other game shows (e.g., Jeopardy, Wheel of Fortune). For each show, you will need a moderator to keep the game running smoothly and whose decision is final in any dispute.

To Tell the Truth

- Three famous persons—only one is the "real" person and must answer questions truthfully. They should know a great deal about the identity of the person they are claiming to be.
- Three contestants

Steps

1. Seat famous persons and contestants at angles facing the audience with moderator in between.
2. Each person declares, "I am (name of a famous person)."
3. Contestants take turns asking questions. After two or three questions, each contestant—and the class may participate—writes the number of the person they believe is the "real" personality.
4. The famous persons may confer with the moderator if they don't know how to answer a question. They might have to say, "I am unable to answer that question."
5. The moderator asks the real personality to stand up.

What's My Line

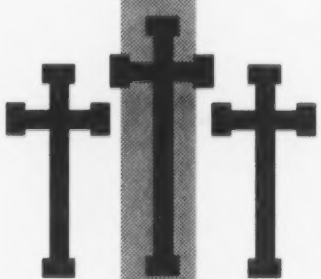
- A famous person—needs to know a great deal about the identity of the person he/she claims to be.
- Three contestants

Steps

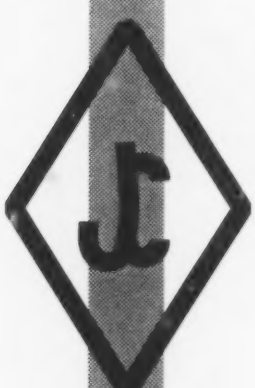
1. Seat famous person and contestants at angles facing the audience with moderator in between.
2. Moderator asks famous person to write his name on a piece of paper and give it to him, then tell in as few words as possible why he/she is important.
3. Contestants take turns asking questions to which the famous person can answer: "Yes, no, can't answer, or doesn't apply." Those asking the questions must be very careful to form their questions carefully so they can be so answered. After two or three questions, each contestant and the class writes the name of the person on a piece of paper.
4. The moderator reveals the name of the famous person.

Optional: BRANDS

Forty-Five



Hernando de Cortez



Diamond JC

On his second trip to the New World, Columbus brought the first long-horned cattle that became so important to the development of the Southwest.

As the settlers moved throughout this area, they took the cattle with them. The longhorns were an important source of meat for food. Ranchers tanned their hides to be made into shoes, saddles, and reatas, and melted down their fat to make candles and soap.

These early cattle roamed freely. Land was so plentiful there was no need for fences. The cattle, however, did need to be marked in some way so that everyone would know which animals belonged to which mission, rancho, or hacienda. This marking, called a brand, was burned into the hair on the animal's hip.

Every rancho was required to have a personal brand. This brand was used on the branding iron. The brand was registered with the government at the time the rancho or mission was established.

In the spring, soon after the calves were born, all the cattle were rounded up and sorted according to their brands. Since the calves were still with their mothers, it was easy to see to which ranch they belonged, so they could be branded. The animals that were to be killed for their meat, hides, and tallow were separated from the rest of the herd. Since many ranchos worked together at roundup time, it became a time of celebration with fiestas and barbecues.

Cattle had grazed freely on the prairies of Texas and New Mexico during the Civil War. As many men had been off fighting in the war, large herds developed because there was no one to tend the cattle. After the Civil War, the North badly needed beef. The cattle ranchers and cowboys rounded up these large herds and drove them north. They were then loaded onto trains and taken to eastern stockyards.

As time went on, the longhorns gave less beef in proportion to their bulk, grew more slowly and became less profitable than Herefords or Aberdeen-Angus cattle. As a result, these breeds of cattle replaced the longhorns. Cattle are constantly being improved, and they are still branded to protect against cattle thieves or "rustlers."

Develop your own brand using your initials, sports, hobbies you enjoy, or other important things in your life. You might make a stamp with your brand so you can label your papers and personal items. The artwork shown illustrates some well-known brands.

Optional: GAME BOARD - 1

Games are an enjoyable way to review something that you have learned. Work as a group to make the game boards. Here are the steps to follow:

The board

1. If you are making a game based on an explorer, your board should be based on a map of the area that was explored.
2. Begin by making a rough drawing of the plan of how you want your board to look.
3. Make all lines very lightly in pencil until you have completed the entire game board.
4. Enlarge the small map of your explorer's route (shown on your team's Background Essay) to fit a 18"x24" piece of tagboard or chipboard. You can use an overhead projector or opaque projector.
5. Have a minimum of 20 to 30 squares for your players to follow. Lay the squares out along the path your explorer really took, and they must be large enough to hold two or three markers.
6. Make a neat border around the edge. Use a ruler to measure and to use as a straight edge.
7. Give your game board a name. Write or print it very carefully with large letters.
8. Scatter appropriate drawings on your board, such as pictures of ships, conquistadors on horseback, etc.
9. Have five or so of the spaces marked "Go back two spaces," "Landed in jail," etc.
10. Mark off a box for the cards and if you have a "Landed in jail" square, you must have a jail box as well.
11. When you are satisfied with the way your game board looks, use a ruler to carefully outline all the light lines with black felt pen. Color the drawings with brightly colored felt pens.
12. Determine what you will use for markers. Small items such as buttons, rocks, and shells work well. You'll need at least six items.
13. Obtain a single die (one cube in a set of dice) to be used to indicate how many spaces each player may move.

The cards

1. Write a minimum of 20 questions. Number each question.
2. All questions should have been answered when you gave your team presentation.
3. Decide if the players are allowed to use the notes they took during your presentation.

Optional: GAME BOARD - 2

4. Make an answer sheet on a piece of folded cardboard. Number the answers to correspond with the number of the questions.
5. Put the folded answer card, the question cards with a rubber band around them, the die, and the markers in an envelope. Label the envelope, and tape it to the back of your game board.

Instructions for playing

1. Choose one player to be the judge. This person is the only one to see the answer sheet and does not play.
2. Each person chooses a marker and rolls the die, or draws a numbered slip of paper, to determine the order in which everyone is to play.
3. The first person draws a question card and answers it.
4. The judge decides if the answer is correct. If it is correct, the player throws the die to determine the number of spaces to move and puts his/her marker in that space.
5. If you should run out of question cards, shuffle the cards you have used and start reusing them.
6. The winner is the player who arrives at the end point first.

Optional: DISCENO - 1

When rancheros claimed the land for their land grants, they needed to go through several steps.

First, they had to measure the land and make a disceño, or map, showing the boundaries and landmarks. They did this by starting at a large landmark such as a huge boulder. A vaquero, friend, or relative would hold one end of a long reata or rope. The ranchero would take the other end of the rope and ride out to the end of it, making certain that it was straight, toward another landmark, perhaps a river or a grove of trees. In this way they traveled around the outside border of their land, indicating on the map the natural landmarks, and the number of rope lengths they had measured.

Rancheros showed this map to a government official who checked the measurements for accuracy. In the presence of friends from a nearby rancho, the ranchero broke branches from trees, pulled up grass, and scattered handfuls of earth to the winds. This made the lands officially his.

In later years when the rancheros had to prove they owned their land, they had often lost these disceños, or the landmarks had changed or disappeared. Groves of trees might have been cut down or died, rocks were moved or broken by the elements, or rivers had changed their courses. This made it difficult to determine exactly where the boundaries were located.

Materials

- Brown paper sack
- Felt pens

Steps

1. Tear (don't cut as you want a rough edge) a piece of the paper sack, perhaps 12"x14".
2. Mark the boundaries of your land and show the various landmarks (trees, rock outcroppings, lakes, rivers, buildings). In one corner make a legend to tell what the symbols stand for and a mileage scale to show distance. You might want to show the mountains, shorelines, wide rivers, etc., that are seen in the distance.
3. Go over the important lines you have made with a felt pen.
4. Wad the map up and crumple it well. You want it dirty and wrinkled.
5. Use a damp sponge—not wet—to moisten the map, allowing the lines to smudge.
6. Wad it up again. Straighten it out.

Optional: DISCENO - 2

Fire damaged map (optional)
If you want it to look as if it has been in a fire, continue with the following steps. Since this process is smoky, do it at a table outside away from your classroom, etc.

Materials

- Cookie tin covered with aluminum foil
- Candle
- Matches
- Sponge
- Pan of water

Steps

1. Working over the cookie tin, have an adult singe a small area of the edge of your map with the lighted candle.
2. Immediately dampen the singed area by pressing down on it with the dampened sponge.
3. Continue around the edge of the map.
4. Finish by pressing down again on the entire edge of the map with the dampened sponge making certain there are no smoldering parts.

You must have an adult with you all the time you are doing these steps!